

# CHILDHOOD EDUCATION



Vol. I

*December, 1924*

No. 4

The Paradise of the Homemade

*Nora Archibald Smith*

Modern Poetry for Modern Children.

Part I: Walter de la Mare *Edna A. Collamore*

The Three-Year-Olds: An Experiment

*Barbara Greenwood*

"A Christmas Party"

*Mary G. Waite*

Everybody's Christmas Tree

*Amanda Edson*

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# CHILDHOOD EDUCATION

The Official Journal of the  
International Kindergarten Union, Inc.

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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

A music page and articles on musical education will be prominent features.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.



# *The Paradise of the Homemade*

By NORA ARCHIBALD SMITH

"All children have the building instinct, and 'to make a house' is a universal form of unguided play."

THERE was a time, as Rudyard Kipling tells us, when Man was dreadfully wild, and he didn't even begin to be tame till he met the Woman, and she told him that she did not like living in his wild ways.

She picked out a nice dry Cave, you know, instead of a heap of wet leaves, to lie down in; and she strewed clean sand on the floor; and she lit a nice fire of wood at the back of the Cave; and she hung a dried wild-horse skin across the opening of the Cave; and then, you remember, she said: "Wipe your feet, dear, when you come in; and now we'll keep house."

The Magic the Woman made, while she sat in front of the fire and the Man slept happily by her, the First Singing Magic in the world, rises as we read and breathes about the far-off scene. It is a Magic that touches us even now, we who live in palaces warmed with the new magic of Steam, and makes us long for the nice dry Cave, and for the delicious supper of wild ducks roasted on the hot stones and stuffed with wild rice and wild fenu-greek and wild coriander. It is an eternal Magic, born in every breast, and the name of it is Home. Every child feels it, and "to make a house," as Froebel says, "is a universal form of unguided play."

In the Commentary upon the game of the Carpenter in the *Mother Play*, he says:

An idea of man's life, in all its later earnestness and fullness of meaning, passes softly through the mind of the child, only, unfortunately, little as the child understands how to explain in himself these dim notions, these cloudy feelings and strivings, they are for the most part still less regarded and cherished by those around him. How different it would be with childhood, youth, and, in fact, with all humanity in all the relations of life, if these dim strivings were nurtured, strengthened, and developed in their higher meaning as protective angels, and if young hearts were made to notice them more carefully.

Every country-bred child, if left to himself, molds sand huts, digs out prehistoric caves in clay banks, builds houses of kindling and sticks of wood, makes burrows in the haymow, arranges convenient apartments in hogsheads, fits up dwellings in packing boxes, and comports himself in all respects like the birds, taking the materials for his nests whenever and wherever he finds them.

This is why *Robinson Crusoe* and the *Swiss Family Robinson* appeal to him with such force, because their heroes displayed surpassing genius in making dwellings and furniture for themselves out of the materials in Nature's workshop.

Andrew Lang says, somewhere,

Probably the chief wish of children is to do things for themselves instead of to have things done for them. They would gladly live in a Paradise of the Homemade. For example, when we read how the apprentices of London used to skate on sharp bones of animals which they bound about their feet, we also wished, at least, to try that plan, rather than to wear skates bought in shops.

The trouble is, of course, that the child in town is like the caged bird, unable to follow out his own instincts without constant assistance from his jailers, and frequently beating himself against the bars that hem him in, because he cannot do what he was born to do.

Froebel, who was early left motherless, frequently played alone long hours at a time, when a child, in a dusky room overshadowed by the neighboring church; and he naturally strayed often to the window whence he might look down upon the busy world outside. He recalls that he was greatly interested at one time in some workmen who were repairing the church, and that he constantly turned from his post of observation to try to imitate their labors. His only building materials were the furniture of the room, and the chairs and tables clumsily resisted his efforts to pile them up into suitable form.

He tells us that this strong desire for building and the bitter disappointment of his repeated failures were still keenly remembered when he was a grown man and suggested to him that children ought to be provided with materials for building among their playthings. These building materials, however, he advises in his *Pedagogics*, should be simple in themselves, yet capable of almost infinite combinations, for, un-

less the child can produce variety by means of his toys, his power of creative imagination, of giving outward form to his ideas, is actually deadened. Building materials not only provide a vent for the desire to put things together, but for its opposite, the desire to take things apart, and one instinct is as legitimate as the other in its proper place. They provide, too, for what Dr. Stanley Hall calls "noise-hunger,"—that passion which infants show for pounding things and making a din, distracting to adults but delightful to themselves.

Failing the materials for building and house making which are to be found in profusion around any rustic home, the mother who has any out-of-door space at all in which her child may play, should deposit there a load of clean sand and a pile of large blocks and sticks of wood. The ordinary stove wood is too short and too knobby and uneven for satisfactory building purposes, and the special material bought for this use may vary in size from sticks two feet long and two inches thick (for the use of the babies), to pieces twice this size. An enlarged Fifth Gift (Froebel's Kindergarten Gifts), made on the scale of one foot instead of one inch, is very useful in building because of its six half and twelve quarter cubes, which form capital roofs and pediments. An ordinary carpenter can make one of these gifts: they are, in their original form, only three-inch wooden cubes divided into twenty-seven one-inch cubes, six of which are divided again into halves and quarters.

With the sand and these various blocks and sticks of wood, unending play material is provided; and each

child may build according to his fancy or all combine to make a village or a farm with its various fields and out-buildings. If a farmhouse or a more pretentious country dwelling is erected, there is scope for great ingenuity in selecting the materials for the various parts of the structure.

Wooden boxes, with roofs of tin or shingles or corrugated paper, are often used for the house if a permanent structure is desired, while the columns of the veranda or the gate posts are made of spools glued together or strung on a stick.

Children often show great originality in their architectural ideas if they are left unfettered and provided with suitable building material. If they have outgrown babyhood and have learned a little patience in waiting for results, they are frequently willing to spend an entire vacation in erecting their house or village or whatever it may be, and in laying out its grounds. They will manufacture lakes with a bit of looking-glass, build row-boats and ships of wood or paper to float upon them, put together rafts of kindling-wood on which the trees from their miniature forests may be transported, put up fences, construct bridges, swing toy hammocks in picturesque spots, and in general show, as Froebel says, that their play is the great game of life in its beginnings.

When the homestead is completed, animals are needed for its grounds, men for its industries, ladies for its cool verandas, and children for its boats and hammocks; and here ingenuity is raised to its highest point in constructing these lay figures from clothespins, wire hairpins, cotton, wool, wood, clay, radishes, poppy seed-cups, ears of corn—anything, in fine, that can be made to suit the purpose.

The beginnings of many an art and industry are learned in perfecting this Paradise of the Homemade, and it provides delightful and purposeful employment for many otherwise idle hours.

These outdoor dwellings or settlements are seldom furnished save in the plainest way, because they are constantly exposed to the action of the weather; but indoor buildings, or doll houses, are frequently adorned with most elaborate furniture by their child owners. The parent needs but to provide the bare dwelling, if it is to be a doll house, and the children will be a thousand times busier and happier if they are guided to fashion with their own hands all the furniture and decoration. Miniature bedroom sets, parlor sets, dining room sets, kitchen stoves and utensils, can all be bought ready-made in any toy shop—but what are they compared to a bed and bureau you have made yourself out of berry boxes, a banquet lamp of spools, exquisite parlor chairs of peas-work, curtains cut from tissue paper by your own fingers, a paper rug woven from your own design, and a clay piano modelled with your own hands?

Artemus Ward's inspired aphorism, "One thought you have born and raised on your own premises is worth a whole orphan asylum of other people's thoughts," is just as true of handwork as it is of headwork, and no one appreciates the saying more fully than the mother who sees her children learn by doing.

The diminutive size of these doll-house furnishings is obviously a source of great pleasure to the child, to whom the world of real affairs seems so out of proportion. You remember how clearly Robert Louis Stevenson makes us feel this when in his poem, *The*

*Little Land*, he describes the room where the incomprehensible "grown-ups" sit:

High, bare walls; great bare floor;  
Great big knobs on drawer and door;  
Great big people perched on chairs,  
Stitching tucks and mending tears,  
Each a hill that I could climb,  
And talking nonsense all the time.

We know, as we read, that every normal child must long with the poet just to shut his eyes,

To go sailing through the skies,  
To go sailing far away  
To the pleasant Land of Play;  
To the fairy land afar,  
Where the Little People are.

AN ONLY little daughter had arrived at the age where incipient woman nature began to express itself in original ideas of housekeeping. Corners of the rooms of her mother's house were transformed by childhood's magic into kitchen, dining room and parlor, with the dolls and their belongings, while out of doors among the upthrown roots of a great red oak tree were wonderful cuddies which she swept clean for rooms, and where bits of brown china and acorn dishes assisted in an illusion so satisfying, that the wee girlie and her little black nurse would play there for hours in perfect content. In the ignorance of their hearts, her young parents thought it would be a fine thing to build a house for the young lady, where she might reign undisputed queen, without ever being respectfully requested to "Pick up your things, Peggy," or "Come in out of the rain, quick, Peggy." The little girl agreed, too, and so the house was built and equipped with a complete set of doll furniture, dishes and all the other comforts of a home. At first, it seemed a great success, but it was not more than a few weeks before the treasures of Miss Muffit's heart had strayed back into her mother's room, and lay neglected underfoot, while their small owner played calmly under the trees with her bits of broken crockery, and with all sorts of disreputable tin cans and boxes, and her imagination was not further hindered by attempts to leave it out of employment.—From *Good Housekeeping*.



# Modern Poetry for Modern Children<sup>1</sup>

## Part I: Walter de la Mare

EDNA A. COLLAMORE

THERE may be a more delightful and fascinating task than that of serving up a literary feast to a group of hungry-minded little first grade children, but just at this moment I cannot call it to mind. Before the teacher is a wide-awake, attentive audience, free from literary prejudices, free from misconceptions and preconceptions. There are no authors that they feel obliged to praise or condemn because of some critic's say-so; they have neither a *nil admirari* nor a fulsomely eulogistic pose to maintain. Their responses are spontaneous, and they are not ashamed to yield to emotion. If bored, they yawn, wriggle, or actively protest. If pleased, they laugh, weep, exclaim, applaud, or rush upon you with impulsive hugs. It does not occur to them, as it does to older children, that it is the part of wisdom to get some clue as to the teacher's likes and dislikes, and express views in line with hers. No indeed, they have complete æsthetic freedom that is admirable and refreshing, coupled with a capacity for whole-souled enthusiasm that warms the very cockles of the heart.

<sup>1</sup> Poems reprinted by permission of Henry Holt & Co., Publishers.

Moreover, in most first grades, the teacher may present whatever literary material she pleases to the children. Shades of the prison house, in the shape of college entrance requirements, have not yet begun to close about the growing boy. No one recommends that masterpieces of literature be given by forced feeding. From the evils that follow premature cramming with undesired food the first grade child escapes, "like his comrades, the midge and the nit, by minuteness, to wit."

As every first grade teacher knows, groups are highly variable; there is as great a difference between integrated groups as there is between individuals. The spirit of the group can be felt as plainly as one senses a personality, and it is no more easily analyzed.

When an interesting bit of literature is presented to a first grade audience, there comes back a multitudinous response—the musical theme returns with a rich and subtle orchestration. No one can teach literature without receiving a series of revelations as to the tone, temper, mental content, interests, attitudes, ideals, appreciations, of the group taught.

Now exactly what sort of poetry any particular group will prefer is a matter

for experimentation rather than prophecy. I try to give each class sufficiently varied a menu so that I can get, early in the year, hints as to their special preferences. The particular group whose reactions are recorded in these two articles showed from the first a greater interest in verse than in prose narrative. They seemed to appreciate the conciseness of poetry, the more interesting phraseology. They liked to listen to poetry of varying degrees of excellence, were eager to memorize, and quick in emotional response. By the end of December they were familiar with most of the material ordinarily given to first grades and were eager for new worlds to conquer. I felt that they ought to have something genuinely worth while, that would really satisfy their hunger for beauty and truth.

For unity of impression, the work of one poet would serve them best; for clearness of impression, a poet of their own time who would speak to them in their own language. What twentieth century writer of authentic poetry has a genuine message for little children? My thoughts went at once to Walter de la Mare. But Walter de la Mare is a poets' poet, weaver of subtle fancies, delicate, whimsical, elusive, mystical. Children bred in the literary atmosphere of a cultivated home might appreciate his poetry, but how about little folks from homes where the newspaper is the only reading, where English is but rarely spoken, or where art is represented by the crudities of the Sunday supplement and jazz records for the victrola—would they, too, feel the magic spell?

Manifestly, the only way to find out was by experiment. So, having

selected twenty poems that I thought likely to appeal to this special group, I began to read them, two or three at a time, without note or comment. Purposely, I began the reading on Thursday, giving them one or two poems just before they went home at noon, and two or three others just before school closed in the afternoon. I did the same on Friday. I wanted the children to have an opportunity to form their first impressions without being influenced by the opinions of the group. On Monday I asked if they remembered the poems I had read the week before. Indeed they did, they also knew just which ones they wanted to hear again. I gave them two which they requested and then read a new one, and this procedure I continued to follow until all the poems had been presented.

Some of the poems were never called for after the first reading. This group included one markedly musical poem and a pathetic little ballad that I fancy other first grade groups would find appealing. Others were called for once or twice, and then allowed to lapse into oblivion. The poems in the third group were claimed as a permanent possession, read, re-read, and spontaneously memorized.

Several times the children voted for their favorite poem. Voting in this grade is not an exact process. As one small person insisted, "I *can* love them all best. I can love them all just the same." In spite of this, there was one poem which always had the most votes, and was, by general consent, the most precious of all. After the second reading they begged me to teach them the poem, every child expressing a desire to learn it.



Slowly, silently, now the moon  
 Walks the night in her silver shoon;  
 This way, and that, she peers, and sees  
 Silver fruit upon silver trees;  
 One by one the casements catch  
 Her beams beneath the silvery thatch;  
 Couched in his kennel, like a log,  
 With paws of silver sleeps the dog;  
 From their shadowy cotes the white breasts  
 Peep  
 Of doves in a silver-feathered sleep,  
 A harvest mouse goes scampering by,  
 With silver claws and silver eye;  
 And moveless fish in the water gleam  
 By silver reeds in a silver stream.

"What does the poem mean?" I inquired. "The moon went out and looked around," explained Ronald. "She was silver herself, so she saw everything else silver." Saw, if you please, not made. Not a child but seemed to grasp without suggestion the fundamental conception of the poem, that we are seeing the world as the moon sees it. I noticed this the more, because adult critics sometimes fail to grasp the point.

"Did the mouse have only one eye?" I asked, remembering the same adult critics, "That was all the moon could see when he went scampering by," said Ruby. "Didn't things look pretty when the moon silvered everything?" sighed Leo rapturously. Leo's parents are Armenian and speak little English, so the verb seemed to be a genuine word coinage on Leo's part.

The children made many spontaneous efforts to express by drawing the charm of the poem. With smudgy charcoal on coarse gray paper they tried to tell of the mystery of moonlight. Oddly enough, their attempts to illustrate this and other poems, unsuccessful as may be imagined, yet had an effect on their general drawing, giving it a certain purpose, simplicity,

and feeling tone. They tried to draw unusual things. "What is this, Curtis?" I asked, seeing a black streak at the top and another at the bottom of his paper, a bending tree and a pear-shaped spot. "There's a shower coming," he replied, "that's the first big rain drop."

The second poem, in order of popularity, is another night picture, a creepy, realistic one.

In Hans' old mill his three black cats  
 Watch the bins for the thieving rats,  
 Whisker and claw, they crouch in the night,  
 Their five eyes smouldering green and bright;  
 Squeaks from the flour sacks, squeaks from  
 where  
 The cold wind stirs on the empty stair,  
 Squeaking and scampering everywhere.  
 Then down they pounce, now in, now out,  
 At whisking tail and sniffing snout,  
 While lean old Hans he snores away  
 Till peep of light at break of day,  
 Then up he climbs to his creaking mill,  
 Out come his cats all gray with meal,  
 Jekkel, and Jessup, and one-eyed Jill.

As I selected this poem I had Allen in mind, a high-strung hypersensitive boy, subject to night fears. I thought the eeriness of the poem might help aestheticize his emotions, and so dilute them into something less painful. Why not employ homeopathic methods in mental hygiene? To my delight, he responded at once to the poem, calling for it several times. Then Bobby surprised the school by coming to the front of the room and reciting the poem without a mistake. The children watched him, wide-eyed. They could recite poems that they had been taught. Bobby, of his own initiative, had learned a poem without being definitely taught, and had recited it without preliminary practice. Their eyes sparkled; they had a new idea.

The next day, Shirley came to the front of the room, and duplicated Bobby's success with what the children call, "the Grandma poem," naming it from its most delightful lines.

I know a little cupboard  
With a teeny, tiny key,  
And there's a jar of lollipops  
For me, me, me.  
It has a little shelf, my dear,  
As dark as dark can be,  
And there's a dish of Banbury cakes  
For me, me, me.

I have a small, fat grandmamma  
With a very slippery knee,  
And she's Keeper of the Cupboard  
With a key, key, key.  
And when I'm very good, my dear,  
As good as good can be,  
There's Banbury cakes and lollipops  
For me, me, me.

This is not one of the best loved poems; perhaps it is too simple for that, but they find it too delightful to be forgotten.

Not only did the other favorite poems "teach themselves," but the sense of power that the children were gaining spread in various directions. One day Marguerite and Betty came out and recited some rather flat little verses that were new to us. "Did you learn those at home?" I asked. "No," said Marguerite, rather airily, "we saw them in one of the library books, and just thought we'd learn them."

The third best poem, according to the children's voting, is more definitely a child poem.

"Bunches of grapes," says Timothy;  
"Pomegranates pink," says Elaine;  
"A junket of cream and a cranberry tart  
For me," says Jane.

"Love-in-a-mist," says Timothy;  
"Primroses pale," says Elaine;

"A nosegay of pinks and mignonette  
For me," says Jane.

"Chariots of gold," says Timothy;  
"Silvery wings," says Elaine;  
"A bumpity ride in a waggon of hay  
For me," says Jane.

The children named this Timothy's poem, several of them declaring that they liked Timothy very much indeed. A few professed their fondness for Elaine. "Don't you like Jane?" I questioned. They hesitated. Finally Ruth said sweetly that she would like Jane. Her tone suggested that she would like Jane just to be agreeable and help balance the scales. "Mr. De la Mare likes Jane best, I think, he talks twice as much about her as he does about the others." But a storm of protest arose, they actively disapproved of Jane. I might have reached the pleasant conclusion that their growing appreciation of poetry prevented their liking such a markedly materialistic young person as Jane, if I had not questioned them further. Jane, it seems, just wanted to be different. It was Timothy's game; he had started it; Jane should have kept to the lines he had suggested. Jane was, if I interpret their comments correctly, a bit too cocky, too self-sufficient for one of her tender years, a trifle perverse, a bit of a radical. And yet, as one child sighed plaintively, "Jane does think of the *niciest* things."

The reason they love this poem, they tell me, is just that, "it has so many awfully nice things in it." The poem gives them a series of delightful images with a delicious finale that furnishes real kinæsthetic excitement. One day I had to read the poem three times in succession and each time they laughed rapturously at the thrilling last lines.

One morning they suggested, "Let's have all the funny ones today." "Which are those?" "There's one about the monkeys." "And Miss T" "And Jim Jay." So a humorous programme was given by request. The monkey poem was not a favorite with this group, but Miss T grew very popular.

It's a very odd thing—  
As odd as can be—  
That whatever Miss T eats  
Turns into Miss T;  
Porridge and apples,  
Mince, muffins, and mutton,  
Jam, junket, jumbles—  
Not a rap, not a button  
It matters; the moment  
They're off of her plate,  
Though shared by Miss Butcher  
And sour Mr. Bate;  
Tiny and cheerful  
And neat as can be,  
Whatever Miss T eats  
Turns into Miss T.

Allen was especially fond of this poem. One day he showed me a drawing of it. On one side of a gracefully drawn teacup was a merry little face. From the cup issued a cloud of steam. "Why, Allen," I exclaimed, rather shocked by such literalness, "you don't think Miss T looks like that, do you?" He smiled elfishly, but made no reply. Later I saw him exhibiting the completed drawing to Ruth, sweet little Ruth who has no words in her vocabulary save those of love and commendation. Now the cloud of steam was funnel-shaped and grew lighter and lighter as it spread. In it were airy suggestions of muffins, and apples, and other eatables. It was deftly drawn, and the young artist was highly amused by his own whimsy.

Several of the children speedily memorized Jim Jay.

Do diddle di do,  
Poor Jim Jay  
Got stuck fast  
In Yesterday.  
Squinting he was  
On cross-legs bent,  
Never heeding  
The wind was spent.  
Round veered the weathercock,  
The sun drew in—  
And stuck was Jim  
Like a rusty pin. . . . .  
We pulled and we pulled  
From seven till twelve,  
Jim, too frightened  
To help himself,  
But all in vain,  
The clock struck one,  
And there was Jim  
A little bit gone,  
At half-past five  
You scarce could see  
A glimpse of his flapping  
Handkerchee,  
And when came noon  
And we climbed sky-high,  
Jim was a speck  
Slip-slipping by;  
Come to-morrow,  
The neighbors say,  
He'll be past crying for;  
Poor Jim Jay.

This sad apologue of a fixed reactionary was, I supposed, pure nonsense to the children. Not so. They referred casually to Jim Jay as Old Stick-in-the-Mud. They warned each other against slowness by citing his example. "John is so slow *he's* going backward." Curtis remarked of one youngster who was delaying the line. "He'll get stuck in yesterday, won't he?" The drawings excited by this philosophical narrative were interesting. One was simply a horizon line, the sun far above it; two waving feet were signaling farewell.

I cannot refrain from quoting the last of our favorite poems. It is long but it is also a perfect example of the

right kind of modern fairy tale, simple, humorous, appealing and compounded of kindness, pity, labour, and gratitude.

There was an old woman  
Went blackberry picking  
Along the hedges  
From Weep to Wicking.  
Half a pottle—  
No more had she got,  
When out steps a Fairy  
From her green grot,  
And says, "Well, Jill,  
Would 'ee pick 'ee mo?"  
And Jill, she curtseys,  
And looks just so.  
"Be off," says the Fairy,  
"As quick as you can,  
Across the meadows  
To the little green lane,

That dips to the hayfields  
Of Farmer Grimes:  
I've berried those hedges  
A score of times;  
Bushel on bushel  
I'll promise 'ee Jill,  
This side of supper  
If 'ee pick with a will."  
She glints very bright,  
And speaks her fair;  
And lo, and behold!  
She has faded in air.

Be sure old Goodie  
She trots betimes  
Over the meadows  
To Farmer Grimes,  
And never was queen  
With jewellery rich  
As those same hedges  
From twig to ditch;  
Like Dutchmen's coffers,  
Fruit, thorn, and flower—  
They shone like William  
And Mary's bower.  
And be sure Old Goodie

Went back to Weep,  
So tired with her basket  
She scarce could creep.  
When she comes in the dusk  
To her cottage door,  
There's Towser wagging  
As never before,  
To see his Missus  
So glad to be  
Come from her fruit-picking  
Back to he.

As soon as next morning  
Dawn was gray,  
The pot on the hob  
Was simmering away;  
And all in a stew  
And a hugger-mugger  
Towser and Jill  
A-boiling of sugar,  
And the dark clear fruit  
That from Faerie came,  
For syrup and jelly  
And blackberry jam.  
Twelve jolly gallipots  
Jill put by;  
And one little teeny one,  
One inch high;  
And that she's hidden  
A good thumb deep,  
Half way over  
From Wicking to Weep.

To sum up the situation, what the children like best in Walter de la Mare's poetry is very much what adults like, a series of fascinating pictures, delicious fantasy beautifully expressed. His vocabulary seemed to offer no difficulties to the children. The influence of his poetry in the schoolroom stimulated drawing, in which they had previously shown but tepid interest, gave a remarkable impetus to memorizing, and greatly enriched and deepened the spiritual consciousness of the group.



# *Children's Original Stories*

By EMILY M. PRYOR

**I**N MANY kindergarten groups the telling of original stories grows naturally out of the relating of daily happenings, but sometimes even the experienced teacher is not able to lead the random imaginings of five-year-olds into story form.

In the group whose stories are recorded here the way opened through the entrance into the kindergarten of a little boy whose neighborhood fame had preceded him.

Although John was but four years old his mother was evidently afraid of him, and he was finally left for the day with the precautionary information that his father worked in a near by store, and would come if the teacher could not manage him.

He was a splendid little fellow, physically, well grown and sturdy, with a face that belied his reputation, but absolutely undisciplined, and with a well established reputation for lying, which made it impossible for the teacher to ignore even temporarily, many traits best not noticed.

It was soon apparent that he had a richly colored, untrained imagination. Everything desirable owned by another child or existing in a story or picture, was to be found in more pleasing form in his back yard. That his little neighbors sitting near him played every day in that yard mattered not to John, except that their literal contradictions drove him into violent, angry exaggerations of his former claims.

Finally, the report of a ladder which enabled him to touch the moon was so much resented by the children that they insisted upon visiting the yard in a body. John did not go with them but followed angrily a block behind. There was a long ladder in the yard on which the children played, and when the situation was explained to the mother, and John arrived, still insisting that he had touched the moon, the teacher sat down with him in her lap, and, weaving some of his claims into story form, began by that method an education of the imagination which finally led John, and incidentally many of his companions, to separate the delightful desires of the heart from the real happenings of everyday life.

John never so far emancipated himself from the ego as to begin a story, "Once there was a little boy," but he did reach a point in telling of his deeds where he hesitated when reality and too vivid imaginings mingled, and responded without resentment to the suggestion, "Now this part is a make up story."

A small group of children, such as this, some eighteen or twenty, offered opportunity for each child to fulfill his story-telling desires, and the interest of the listeners was so great that the teacher could sit at her desk apart from the group on the rug and take down briefly the wording, without the children being aware of the fact.

The period of original story telling lasted many weeks, and the stories came voluntarily. Sometimes one tale inspired another, and one child after another made his contribution, and often stories were promised ahead, as "I'll tell you a good one tomorrow." Almost every child in the group tried his powers in this kind of story-telling, which had a formality quite apart from the relation of experiences. The improvement in wording and manner of telling was marked, and some few attained real story form and a certain literary quality.

Original stories did not wholly take the place of story-telling by the teacher, and retelling of such stories by the children. In fact a keener interest in all stories was manifested.

The motives underlying the stories were varied and were often a revelation to the teacher of the child's thinking. Quiet little Alice's resentment of restraint and punishment were very apparent in the little girl whose mother she characterized as "an old maid," and the great longing of Posie's heart came out in the story of the little boy who brought home a baby. Crude humor, braggadocio, experiments in remaking an old story, real poetical feeling, all found expression in speech.

On the whole the girl's stories were more numerous and had better form. No boy ever attempted a story about a girl, and only two or three times did a girl tell a story about a boy, and in each instance she had a brother.

Of the many little tales told, the following are typical of this group of American children from four to six years old, living in comfortable homes in a small town lying in a beautiful California valley.

*Hope—4 years*

Once there was a baby went with her mother on the hill, and she picked poppies, and she picked violets and roses, and she picked lilacs, and then she went home and put them in water in a vase, and then she went out to play.

*Marjorie—4½ years*

Once there was a little girl in a house. A bird flew in the window. She tried to catch the bird and she did catch it. She put it in the cage and the bird sang sweet songs. It was a mocking bird.

*Hubert—4½ years*

Once there was a little boy and he lived away, he lived back east. Once he went away, no, his papa went away to ride, and when he came back—no, the little boy went too,—and when he came back his leg was cut off, part.

Question from children: "How did it get cut off?"

No it wasn't cut off, he broke his leg.

Question: "How?"

He fell off the sleigh. The dog ran away and it was an Eskimo dog, and when he came home—

Question: "How could he come home with his leg broken?"

The little boy brought him home on his sled, and he had to go into the bed-room and stay there.

*Richard—4½ years*

I went a long way for acorns, and I got—O, a hundred, and I put them in a sack, and I went by a big tree, an awful big tree, and I heard a noise. I took the hatchet and I chopped a hole, and there was a Teddy Bear.

*George—5 years*

Once there was a bear, a black bear, and he was lost. He was a baby bear and he could not find his mother. A boy came along and killed him. His mother came and she could not find him, and she scratched that boy to pieces and ate him up. Next came a mouse and she scratched and bit, and ate the bear up. Next came a dog and he scratched that mouse all up and ate him up. He was a tramp dog, and next came a tramp, and he was his master, and when he saw the tramp he followed right along. Next came some blackbirds and they picked some berries and gave them to the tramp.



*Kenneth—5½ years*

I went up to the mountains and saw a lot of monkeys, and, well, I took a nickel and bought a bag of peanuts, and I gave, O, about four or five to the monkey, and he took them and ate them, and then I gave him, well, about two more, and he said, "That's enough," and he went to bed.

*Alice—5½ years*

Once a little girl was named Polly. She went out to play and she saw a little squirrel running up a tree. The squirrel had a nest in the tree and little squirrels. She climbed up the tree and got the little squirrels and a branch of the tree, and took them in the house and put them in a box and kept them. She got the mother squirrel too.

*Posie—5½ years*

Once upon a time there was a little boy and he wanted a baby very much. He said to his mama "I want to go away," and his mama said, "Put on your blue shirt, and come home at twelve o'clock, and I will come out for you." He put on his blue shirt, and ate just a little bit of dinner and went away. He stayed away by twelve, just a little by twelve, and his mama said when he came home, "Why did you stay by twelve?" and he said, "I could not help it, see what I brought!" He had a baby in his arms and his mama said, "Where did you get that baby?" and he said, "A nurse gave it to me." They took the baby in the house and there was a little bed and they put the baby in, and his mama made it clothes and they kept it always.

*James—6 years*

(Story considered humorous by teller and audience.)

Once upon a time there was a boy. He was going away, a long way. He was going to see

his uncle and in the wagon he put peaches. He got peaches at home, and he threw the peaches down from the wagon, and the peaches hit a dog by the middle of the wagon, and he did not know a dog was there. When he got there two boys were there, and they had a rabbit and a pig in the barn. The boys did not know a pig and they pulled his tail in the barn and he squealed.

*Alice—6 years*

Once upon a time there was a little girl and she lived in a little house way out in the woods, and her mother was an old maid. She wanted to go out and see things, and her mother said she mustn't go away. She went out and went a long way, and saw lots of things, and men cutting down trees, and she stayed a long time. When she came home her mother said, "Where have you been so long?" and she took her in the house and spanked her. After that she had to stay in the house and just play with those things.

*Elizabeth—6 years*

Once upon a time there was a bird lived in a nest and she wanted some baby birds, but she didn't have time. Then she made a nest because that nest was an old one, and what do you think—baby birds hatched out! She got food for them and every day the little boy came and looked in the nest, and she let him. And while she was away the father bird took care of the baby birds.

The baby birds grew up and flew away, and they remembered the mother bird and made nests, and the mother bird lived in those nests.

By and by another bird came and they did not know him and he said, "I am a blackbird" and he fed the baby birds, and they were not his birds. And all the birds lived happy together.

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# *The Three-Year-Olds: An Experiment*

By BARBARA GREENWOOD

*University of California, Southern Branch, Los Angeles*

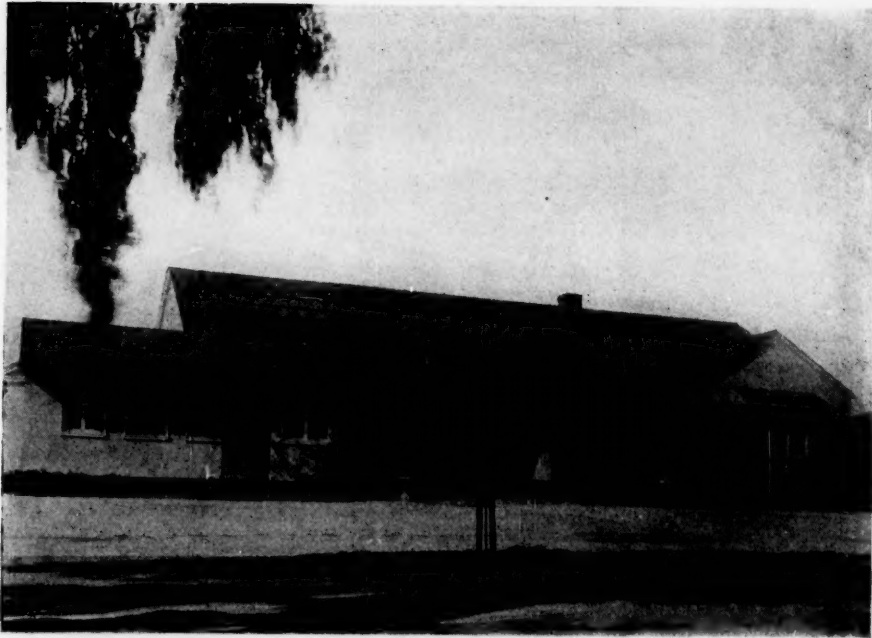
WE ARE enthusiastic over our first experiment with a group of three-year-olds. The joy of the children, the teachers, and the parents has been an inspiration which was voiced by one mother, perhaps as well as it could be, when she said to us, "This is a *veritable* child-garden." We wish to tell you something of the interesting results of the experiment of bringing these tots together. The work is, of course, still too much in the beginning stage for scientific assertions, but the daily records of every child are already full of vital material, and it is not too early to begin to sift it. I may say here that our kindergarten is a part of the training school connected with the University. This training school takes the children from the kindergarten through junior high school. The students assisting us are those taking the kindergarten-primary course in the University.

For several years the University has maintained two kindergartens in the practice-training school, one for the five and one for the four-year-olds. Last year in our junior kindergarten we took a small group of three-and-a-half-year-olds, but the majority were past four. This year the limit is three years to four and four months. The

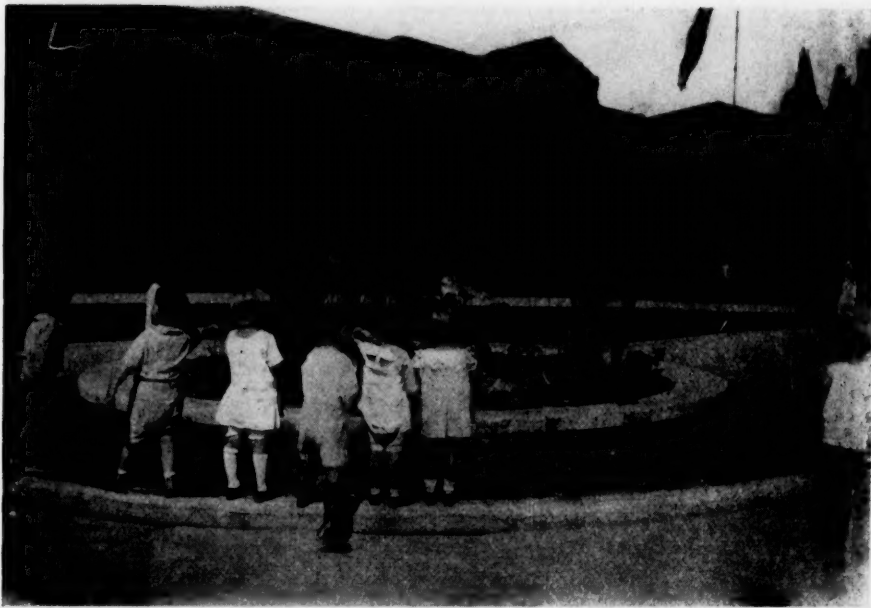
average age is three years, nine months, though the majority are below three and a half. One in fact is two years, eleven months, an unusually bright child of a member of the faculty.

We find the possibilities of the three-year-olds truly remarkable. Their reactions in all particulars have certainly been enlightening and surprising. I am already convinced that in general the earlier the child can be brought into the social group (provided this is not too large or too stimulating) the better for him. Our group has taken on the ways of "right living" more quickly than any five-year-olds I have ever seen. They make their social adjustments both inside and on the playground more readily. The social group has indeed been in evidence from the first day, thus suggesting that the three-year-old is not as individualistic as we have supposed. Again the three-year-old has surprised us by his ability to *do*. It would seem that he can accomplish almost as much as we have expected from the four-year-old.

The work of our University Kindergarten or the Nursery School, as it is now, has a double purpose: first, the training of the child, and second the training of the young women students. For the success of both the close co-operation of the parents is sought.



OUR BUILDING



THE GOLDFISH POND





ONE OF THE SAND BEDS



SOMETIMES WE HAVE OUR LUNCH OUT-OF-DOORS



We are fortunate in that the majority of our children are brought and called for by a mother or father—sometimes both! This gives us daily contacts and valuable home data. Much of interest has developed in the recountings of the child's reactions outside, and a systematic method of getting at the facts and tabulating them is in process of development. According to the reports so far received the home reac-

a time, but thus it is with the little child. He is indeed sensitive to every least influence.

Thinking that an account in detail of our children and their doings might be of interest I am adding the following data:

#### SPACE

We are fortunate in having plenty of space both inside and out.



WATCHING THE RABBITS

tions have been for the most part satisfactory. The parents are happy in detailing for instance how much better the child eats and sleeps, and how eager he is to come to school. Several have noted changes in attitude, that the child is more considerate, more thoughtful, more courteous, more orderly, and so forth.

It seems hardly possible that changes so vital as these could occur in so short

In addition to three large rooms our building has a carpenter shop, a kitchen, cloak room, lavatories and two large porches where many of our activities are carried on. We also have two other rooms where individual tests of various kinds are given.

The outdoor space is divided into the playground and the gardens. Not being limited to our own space, however, we take excursions to points of interest

on our beautiful University campus, i.e., to the fountain where we find the fascinating gold fish and aquatic plants, to the flower gardens, to Science Hall on the balcony of which are numerous diverting animals, to the eucalyptus grove and other places.

#### THE CHILDREN

The children are all American born and with the exception of six are of American parentage.

The number is limited to 36; in selection the preference has been given to the children of the faculty and of the students in the University. We have accepted only those who would be with us for the year's experiment.

Registration was opened September 1st, and before the University opened on September 15th we had a waiting list.

#### GROUPS

The children are divided into three groups according to their mental capacity and their interests. Each has its own room and two student teachers, except the larger group which has three teachers.

Each group has its separate out-of-door periods. This seems desirable in order that there may not be overstimulation from large numbers and that each child may have more space

for activity and freer use of all apparatus.

As there is but one piano, each group has its own time to come to the larger room for music; here each child has the opportunity to experiment with rhythms, with band instruments and with singing.

#### TEACHERS

There are seven student teachers in addition to the supervisor and her assistant. We have a selected group of students to assist in this experiment. One is a college graduate and another

has had much college training, one has a beautiful singing voice, others do excellent piano work and all are extremely interested in the work.

We have a schedule as a guide for the student

teachers but we are in no way bound by it. Having three groups much adjustment is necessary. All groups have mid-morning lunch, rest, music, story, out-of-doors and a work time. Periods are adjusted by the teachers according to the seeming needs of the children.

#### RECORDS

The small groups of children and the large number of teachers make possible very definite and accurate records of every child from the time he comes until he goes home. His reactions to the social group, to the adult and to the



AROUND THE MULBERRY BUSH

children, to each material selected by him, whether it be in the house or out-of-doors, are noted by the teacher.

As learning to live together happily and successfully is largely dependent on right habit formation, particular emphasis is placed on this phase of development and its progress set down. *Achievement* records are kept as well as those of *habit formation*. These data

Our equipment includes the Broad-oaks blocks, the Chicago University blocks (12 x 6 x 3), all of the enlarged building gifts in bulk, plenty of boards and boxes, the Hill-Hart Construction Chairs, toys of all kinds, crayons, paints, easels, an abundance of black-board space, clay, beads, peg-boards, scissors, paper of various kinds, books and balls.



WE LOVE TO MAKE OUR HATS AND GO INTO OUR GARDEN

are sent to the home twice a semester in the nature of a report card.

#### EQUIPMENT

*Indoors.* We have almost identical equipment in the different rooms.

All the children have access to the carpenter shop, which is fitted up with benches, carpenter's tools, discard lumber from our manual training shops, and construction materials of all kinds.

The Hill blocks we have passed on to the older children.

*Out-of-doors.* Swings, slide, horizontal bars, sand beds, buckets, boxes, blocks, boards, ladder, wagons, wheelbarrow and kiddy kar.

#### LUNCHEON AND REST

A mid-morning luncheon of a sherbet glass of milk and one graham wafer is served. We have four luncheon groups

and we feel this is an invaluable social half hour. The relaxation, the table courtesies, the quiet voices in conversation, together with the satisfaction of a little food seem to have a most wholesome influence.

Following the luncheon, each child takes a rest, stretching out on the rugs with his little pillow. At first a few did not care to do this, but they were soon ready to follow the others. There are several couches where some prefer to rest.

#### LITERATURE

Simple rhymes, such as Mother Goose, have been given; also simple stories of the family, the pets, the pony engine and others which fitted into the children's experiments and experiences.

Their delight in Mother Goose is unbounded now that they are learning to say and to sing the rhymes individually and in groups. Their familiarity with them varied greatly; some of the children knew practically none when they came to us, others had learned several and one child of three could repeat twenty-seven when tested; this obviously depends on home training.

#### TESTS

##### *Physical*

Each child has had a medical examination for tonsils, adenoids, and skin eruptions. A physical inspection is held every morning; if there is any doubt about a child's condition the case is referred to the school nurse, who decides whether he is to be kept in school.

##### *Weight and Height Measurements*

Each child has been weighed and measured by the Woodbury tables. According to these tables approxi-

mately one-third were underweight, one-third normal weight and one-third overweight.

In order to obtain correct weight and height all wraps and shoes were removed. An interesting outcome of this procedure was the effort of the three-year-olds to put on shoes, to lace, tie, or button them. It was surprising how persistently they worked and how happy they were with their accomplishment. All finally put on their own shoes, many laced them, many buttoned, but no one could tie the bows. As we plan to repeat the weighing and measuring each week, for a time at least there will be an opportunity to watch the development in independence of action. What an improvement over the artificial Montessori apparatus!

##### *Posture test*

The test on the fourth week was a physical test for posture. From this test we tried to determine why all children cannot walk, run and skip with equal freedom. We hope through coöperation with the parents, to resort to remedial measures which will free each child for his best development.

##### *Mental tests*

Each child had the Stanford Revision of the Binet Test the first week; the intelligence quotients ranging from 83 to 143.

Our psychologist tells me it is extremely difficult to test these wee ones in the beginning. It is difficult to keep them still long enough; everything is new and they must be *doing!* Later the test will again be given and I look for quite different results.

*Performance tests*

We plan to work out many individual performance tests. Some of these the student teachers are working out. We also plan to have tests on pictures and

music; these will be of various kinds and degrees.

*(To be continued)*

The next installment will give an account of the everyday activities of the three-year olds.

**A** MAN is the part he plays among his fellows. He is not isolated; he cannot be. His life is made up of the relations he bears to others—is made or marred by those relations, guided by them, judged by them, expressed by them. There is nothing else upon which he can spend his spirit—nothing else that we can see. It is by these he gets his spiritual growth; it is by these we see his character revealed, his purpose, and his gifts. Some play with a certain natural passion, an unstudied directness, without grace, without modulation, with no study of the masters or consciousness of the pervading spirit of the plot; others give all their thought to their costume and think only of the audience; a few act as those who have mastered the secrets of a serious art, with deliberate subordination of themselves to the great end and motive of the play, spending themselves like good servants, indulging no wilfulness, obtruding no eccentricity, lending heart and tone and gesture to the perfect progress of the action. These have “found themselves,” and have all the ease of a perfect adjustment.—  
From WOODROW WILSON'S *When a Man Comes to Himself*.



# *"A Christmas Party"*

## *A Children's Play in Two Acts*

By MARY G. WAITE

**S**MALL groups of low first grade children came regularly each week into the kindergarten for forty-five minutes to have such special kindergarten activities as they needed. Early in the autumn one group of seventeen children, who had been in kindergarten the year before, decided that they wished to give a play for their mothers. After several weeks' discussion they selected "The Christmas Party" as their theme. From about the middle of October until Christmas time a part of each weekly period was given over to the play.

The kindergarten teacher was always one of the discussion group and the assistant acted as secretary. She wrote down the decisions of the group and read them when there was any controversy about what had previously been decided upon. Naturally conversations about the play included the plot, characterization, setting, dialogue, accessories, relation to the audience, and speech and language corrections. Much of the dialogue is omitted in this account of the play, as the actual words used by the children are not essential to the description and probably would be different with every group who worked up a similar production. The children discussed with great interest the presents that were to be

given to the various characters, and also the proper person to give each gift. Not only were the personal likes and dislikes shown, but a clearer perception of the suitability of presents for the various members of the family was built up.

The whole play was created by the children. Every word given on the stage was contributed by them. The function of the teacher in the discussions was to help the children keep to the point, see the relationship of each contribution to what went before and to the plot as a whole. At almost the last rehearsal one of the characters brought in a new form for his small part which was so eminently worth while that the group gladly accepted it, although it necessitated changes in the lines of some of the other actors.

Early in the discussions it was decided that there were to be two parts to the play, the first for Christmas Eve and the second for Christmas Morning. The details of the working out of the plot, characterization, dialogue and stage craft were most interesting. As the form of the ending selected by the children came as a complete surprise to the teachers in charge a few words of explanation seem desirable.

The play was given in the regular classroom. There was no stage nor



curtain and the only entrance or exit led directly into the cloakroom. These facts rather complicated certain phases of the action, as there could be no tableau effects at the beginning or end of the scenes. The teachers had thought that these particular children might suggest going for a walk or having a dance, thus ending the play with a festival. They knew a number of folk dances which could have been used in that way. But the little actors had a decided feeling that it should be otherwise. The form given may have been influenced by their memory of the Thanksgiving experience in the kindergarten the year before, but no mention of it was made by any one.

The costuming was very simple. Spectacles were needed for grandfather, an apron and knitting for grandmother, who actually learned to knit so as to take part, a long coat for uncle Robert, a cane for father, long dresses for the mother and aunts, and a sash for one of the children. These and the other properties the children brought from home and made labels for, so that there would be no question about the purpose of each article contributed. The frame for the fire place was made by the boys in the manual training shop and covered by the children. The red paper was then marked off into bricks the actual size of those that were used in the construction of the school building.

#### THE PLAY

##### *Part One*

*Scene.* The living room of a large family. A fireplace is at the center back with a door to the left and a table to the right. The table is evidently in front of a window. The children

did not seem to feel the need for indicating the window except to put a couch in front of that space so that they could pretend to look out. There are also many comfortable chairs and a foot stool for Grandmother. There are many books and a lamp on the table, also a pile of stockings, from which the children and others select the ones in which to put the presents as they are talked about and wrapped. Each one is labelled with the name of the owner.

The stage is empty at the beginning of the play.

Enter Aunt Bess and five children, Tom, Fannie, Helen, Bobby and Kitty.

*Fannie.* Now, Aunt Bess, please read the story of the *Night Before Christmas*, while we finish this wreath for the window.

*Tom.* Yes, and please hurry or the others will come before we are through.

All sit down. Aunt Bess sits by the table and picks up the book. Kitty goes to the couch to look out the window for the others. The rest begin to work on the wreath. Aunt Bess reads about fifteen lines.

*Kitty.* Here they come.

Fannie hangs the wreath up over the couch.

*Bobby.* There! It is just as Tom said it would be. You did not have time to finish the story.

*Kitty.* But all of them did not come this time.

Enter Aunt Kate, and two children, Barbara and Geraldine.

*Geraldine.* Just see what Barbara has made for Grandmother.

Barbara holds up a knitting apron with pockets.

*Barbara.* Isn't it lovely? I made it all myself, but Aunt Kate showed me how to do it.

*Aunt Bess.* Indeed it is lovely.

*Helen.* I made Mother a new tea towel. I'll go get it.

*Exit.* She returns while the conversation is going on and shows it to each of the new comers.

This conversation includes showing the presents each made for the absent members and telling how they thought the recipients would like them. It lasts about one minute. As each present is shown the children wrap it up and select the stocking which has the desired label. Then the stocking is hung on the fire place. Those gifts that are too large to go in the stocking are tied to the toe.

*Bobby.* Don't you think this is a funny present for Grandpa? I'm sure he will like a funny little china rabbit to put out in the yard. The ears are so long you can put the lawn hose on them and it will stand up.

Kitty and Geraldine have been sitting on the couch and looking out the window.

*Kitty and Geraldine together.* Here they come.

The children quickly gather up the scraps and ask Aunt Kate to hide the other things. She puts them under the couch.

Enter Father, Mother, Grandmother, Grandfather, Uncle Robert and three children, Harold, Walter and Ruth. The children on the stage sing *Merry Christmas to You*, as the others come in.

*Grandfather.* Well, Well, Well! What a big family! And every one looks happy.

*Grandmother.* What a pretty dress you have on, Kate. Did you get it for a Christmas present?

*Aunt Kate.* Yes, indeed. Robert and the children gave it to me.

While the greetings are going on Mother and Aunt Bess are talking together. All give a greeting or make a courtesy.

*Mother.* Now, children, it is time to go to bed. Say good night so that you can get up early.

*Exit* Mother, Aunt Bess and the children, humming a good bye song.

*Grandmother.* Those dear children must have been busy. Look at that row of presents.

*Grandfather.* It is time for us to get busy now.

Father and Uncle Robert go out and bring in some boxes, bundles and unwrapped articles. Aunt Kate gets the things out from under the couch and all begin talking about some of the presents while they wrap them up or fasten them to their places. During this time Mother can be heard singing "*Bye-Lo Baby Bunting*," while off stage. When the song is finished she and Aunt Bess return. The conversation continues until all things are in place, about half a minute longer.

*Father.* Now everything is done I think we better go to bed too.

*Grandmother* (rolling up her knitting), I think so too.

*Exit* all saying good night to each other.

#### End of Part One

#### Part Two

Scene same as in Part One.

Carols are heard off stage as the children sing the chorus of *Merry Merry Christmas Bells, Away in a Manger*, and *Jingle, Jingle, Tiny Bells*. Enter all eagerly. Father comes first looking all around to make sure that everything is right.

*Father.* I do believe Santa Claus has been here.

Children come in and look at their things.

*Helen.* Santa certainly has been here! See the things he put here since we went to bed.

*Kitty.* See the doll he tied to my stocking.

For about two minutes all talk about the presents they received. Three children sit on the couch playing with their dolls and whispering to each other about them.

*Grandmother.* Yes, all the presents are nice, but I think I have the nicest of all. Thank you very much, Barbara, for making me the apron.

*Barbara.* You are welcome, Grandmother, and you will have to thank Aunt Kate too. She showed me how to make it.

*Grandmother.* Indeed I will, Barbara. Thank you, Kate, for showing Barbara how to make this apron.

*Aunt Kate.* You are very welcome,

*Mother.* We were glad to do it for you.

*Father.* Yes, we have all had a fine Christmas. What are we going to do now?

*Children in Chorus.* We want to play with our toys.

*Grandmother.* Grandfather and I must be going home soon.

*Kitty.* Let us all walk home with Grandma and Grandpa.

*Geraldine.* Yes, let's. But don't you think that first we ought to say thank you to God for such a lovely Christmas morning?

*Uncle Robert.* Yes Geraldine, I think we all want to.

All kneel down and say:

We thank you, God, for all our presents,

We thank you for our fun.

We thank you for all of us here,

We thank you, God, for everything.

All go off stage singing *Merry Merry Christmas Bells.*

### A CHRISTMAS THOUGHT

Oh, Christmas is coming again, you say,

And you long for the things it is bringing;

But the costliest gift may not gladden the day,

Nor help on the merry bells ringing.

Some getting is losing, you understand,

Some hoarding is far from saving;

What you hold in your hand may slip from your hand,

There is something better than having,

We are richer for what we give,

And only by giving we live.

# *A First Grade Christmas Sale<sup>1</sup>*

By VIVIAN P. EVANS

**A**FTER the Hallowe'en party, the first grade children decided to have a Christmas sale. They had greatly enjoyed making the various things to be used at the party and they agreed that it would be a good idea to make more things and sell them to buy something for their own room. They thought that it would be a good plan to make Christmas presents to sell at that time.

Many conferences were held to plan the work. Every morning ideas were suggested by the children for group approval or disapproval. Various materials for making things were brought in and a large scrap bag at school furnished quite an assortment.

A few of the articles were made at home, but the great majority of them were worked out at school. All the time the definite purpose of the sale was kept in mind. There were many different kinds of dolls, doll clothing, doll bedding, fancy work, pillows, etc. One child strung beads. Some children painted bottles to make vases. Others made things of wood, such as wagons, wheelbarrows, and boats. A few brought candy and poinsettias to sell. The garden group furnished radishes, which were also placed on sale.

Constant care was used to raise the children's standard with reference to their work. A few days before the sale, a meeting was held. All articles were

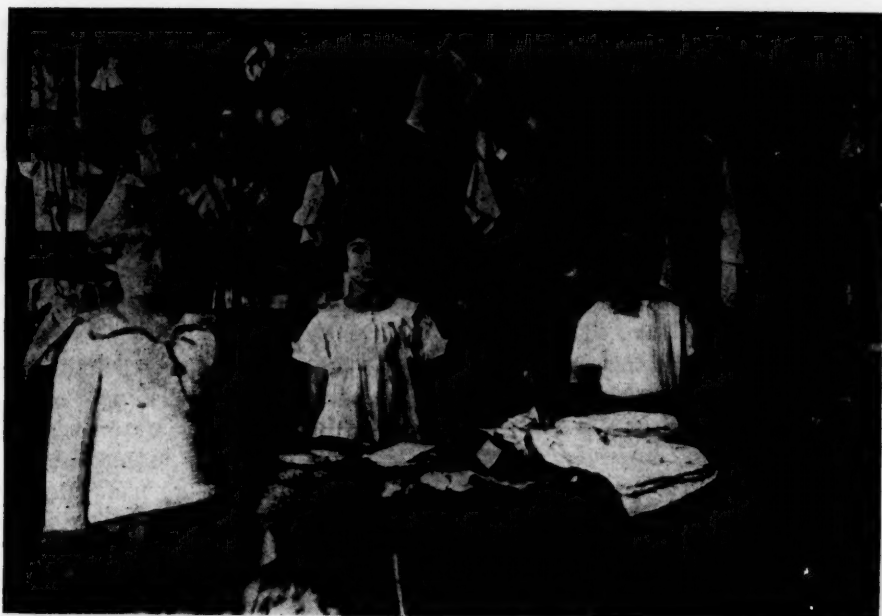
brought in by the children who made them, and the group passed judgment on their value for sale, the standard being, "Would I spend my own money for this?" If an article was poor, the children would not accept it. If it could be improved so as to be made salable, the suggestion was made and the contributor was given a chance to improve it.

Paper money to represent the various denominations of coins was made and the children definitely practiced change-making in order to be ready to work in the booth the day of the sale.

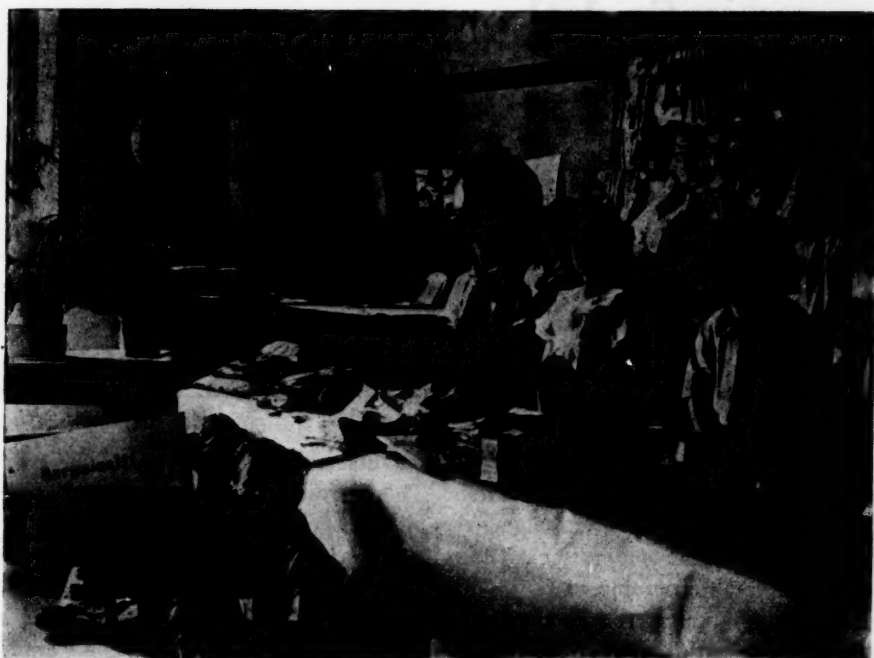
In assembly the children planned the advertising of the sale. They thought it would be a good idea to make speeches in the various rooms. They decided what should be told and then each one who wished to be an advertiser had a chance for a trial speech to show the children what he could do. Almost every child entered the contest. After everyone had had a chance, the children voted to select the two or three best speakers, who then went to the rooms and told about the coming sale. It was remarkable to see how well the children managed this matter and how rapidly their language power seemed to grow.

The children planned the booth. They made the walls (counter height) with large blocks. A framework for the canopy was made of wire and rope.

<sup>1</sup> Copyright reserved.



READY FOR BUSINESS



OPENING OF THE SALE



This was put up by the janitor. Student teachers covered the framework with greens, and decorations of nature material brought in by students and children were added.

The sale was held on December sixth and was well patronized. All the morning long shoppers came and went. Every little while a small group went out on the campus with placards to advertise the sale. The money box grew heavier and heavier. In the

dollars and twenty-eight cents, which a little committee of children, in company with the supervisor, took to the bank.

Then came the question as to what should be bought with the money. Various suggestions were offered but it was finally voted to buy a real printing press so that we could print our stories. Upon investigation we found that we had money enough for a press but would not have enough for type. It was then decided to sell flowers from

Little Bo-peep has lost  
her sheep,  
And can't tell where to  
find them:  
Leave them alone, and  
they'll come home,  
And bring their tails behind  
them.

morning the student teachers were in the store with the children, but after the noon hour the children managed the sale alone, the supervisor sitting back in a corner observing.

The next morning the money was counted in assembly. We had seventy

our first grade garden to buy the type. This we did through sales and through filling orders for flowers.

When the money was earned, we bought the type and began to print. We printed five hundred copies of a bulletin for the Southern Califor-

nia Kindergarten-Primary Club to be given out at their luncheon on "Home coming Day." The type for this bulletin was set by a linotype machine because small print was required, but the children did the presswork. They set up our large twenty-four point type to print nursery rhymes as shown above.

These rhymes were illustrated by the children and bound in book form to take home at the close of school.

The long delay in getting the press kept us from doing some of the things we had planned, but this year we have the press and we expect to accomplish many things with its help. Even as it was, it was a marvelous means of

development to the children last year. Reading interest went forward by leaps and bounds as soon as the press arrived. As shown by tests, remarkable reading power was achieved with the older children especially.

The social activity in working for the press was a most valuable experience to the children. There was seldom a conference or an assembly at which the press was not mentioned and the interest never once flagged during the many months from October to June. The little class entering this autumn came to us with an interest in making their own stories and printing them on the press already aroused because they knew of the work of the last year's first grade.

*The method of nature: who could ever analyze it? That rushing stream will not stop to be observed. We can never surprise nature in a corner; never find the end of a thread; never tell where to set the first stone. The bird hastens to lay her egg: the egg hastens to be a bird. The wholeness is the result of infinite distribution. Its smoothness is the smoothness of the pitch of the cataract. Its permanence is a perpetual inchoation. Every natural fact is an emanation, and that from which it emanates is an emanation also, and from every emanation is a new emanation. If anything could stand still, it would be crushed and dissipated by the torrent it resisted and if it were a mind, would be crazed; as insane persons are those who hold fast to one thought and do not flow with the course of nature.*

—EMERSON

# *Everybody's Christmas Tree*

By AMANDA EDSON

**I**T WAS the week before Christmas. Snow covered the ground and trees all around the big farm house where Mary lived.

Every Christmas since she could remember Mary had had a Christmas tree, and Santa Claus had come down the big chimney into the fire place and filled her stocking. But this year it was going to be different. Father had just found that he must go to the city right away and stay four whole months. Of course if he went Mother must go and they could not leave their own little girl behind so Mary would have to go too. They must live in what Father called an "apartment," while Uncle Jim and Aunt Lou looked after the farm.

Mary did not want to go to the city. She was thinking about Santa Claus. She had written a letter to him and put it on the mantel over the big fire place. He knew exactly what she wanted because she had made pictures of all the things in the letter. But how would he find her if they all went to the city? Father showed her how to print the number of the new house and she put this on the mantel shelf, but suppose Santa Claus should not come again!

And there was the Christmas Tree! Where would she find a tree like the one Father always got for her in the woods? And the cows and chickens and kittens and lambs and all the other pets, how could she leave them?

"Can't we take them with us"? she asked Father.

"There wouldn't be room in the apartment for them" he said. "They are better off at home."

So when Mary started for the city she had to go without any of her pets.

Uncle Jim drove them to the station in the sleigh. The sleigh bells sang a little jingling song as the horse trotted along over the deep white snow.

"We won't have anything like this in the city," said Father. "They take the snow away when it gets too deep."

Mary thought she would not like that, for she loved the snow, and there could not be too much for her.

The train came along just after they reached the station and Father and Mother and Mary got into the nice warm car. The big engine carried them faster and faster through fields covered with snow, and over frozen streams on big strong bridges, through towns where they stopped to take other people to the city too. The wheels of the train seemed to sing a song.

Jiggety jog, Jiggety jog,  
Here we go off to the city.

Over and over Mary heard it until she fell asleep. When she woke up everybody was getting ready to get off the train. At the big station they took a taxi, and all of a sudden they stopped before a big tall building—the biggest building Mary had ever

seen. It seemed to have hundreds of windows.

"Is this our house, Father? Is this the apartment?" asked Mary. "Why, there is room for all the animals. We could have brought them."

Father laughed. "We can't have all of this big house," he said. "We have only a little corner of it."

They went into a big hall and then walked into something that looked like a box. A man shut the door and they began to go up and up and up. Mary was frightened, but Father took her hand and explained that this was an elevator, and when they were not in a hurry, there were stairs to climb all the way up to the apartment. In a minute the man called out "Six" and they came out into another hall, and Father opened a door with a key.

"Here we are!" he said, "isn't it fine?"

They went in and looked around. Mother said it was lovely—so little and convenient, and Father had fixed it up so fine! But Mary could not understand it at all.

"Where is the cellar and the upstairs?" she asked, "and the chimney for Santa Claus? How can he come down to find us?"

She was ready to cry, but Mother did not seem worried and said every thing would be all right. Santa Claus would surely find a way to get in. Mary was not quite sure of this.

Then she looked out of the window. "Mother, come quick! Look at the woods right across the street! We aren't in the city at all."

"Oh, yes, we are," said Mother, "but in the city we call woods like these a park. It is beautiful, isn't it?"

Mary watched the people walking on the street and through the park. There

were so many she wondered where they all came from. "They are just like the bees in Father's bee hive," she thought. There were lots of boys and girls too. Perhaps it might be nice in the city after all.

The next morning Mother and Mary went down town. Mary thought she was in Fairy Land. In the windows of the stores were the most wonderful things! A whole town, with dolls for people. She could not believe it. And trains that really went round and round on a track, right in the window. Toys and toys and toys! How could there be so many! She would have stood and looked all day if Mother had not pulled her away.

Then she spied a man with a long white beard and a long coat trimmed with fur, standing on a corner ringing a bell. Beside him stood a kettle and people were dropping money into it.

"Mother!" called Mary, "Look! There is Santa Claus! How did he get here? It isn't Christmas Eve."

"He isn't really Santa Claus," said Mother. He is one of his helpers. He is asking for money to buy Christmas dinners for people who can't get any themselves. Would you like to give him a dime?"

Mary dropped the dime in the kettle. The man smiled and thanked her. All the people she met smiled at her, they all looked so happy.

When they got home to the apartment house, Mary saw where other fathers and mothers and children lived in the big house and some children in the front of the house asked her to play with them.

That afternoon when Mary was looking out the window she saw a crowd in the park.



"Mother, come and see what they are doing in the woods! They are planting a tree. How can they do it when the ground is so hard?"

"Well, well," said Mother. "That is a strange thing to do," and she went back to her work.

Mary watched the men stand the tree up and fasten it to other trees with wire so it would not fall down. Everybody wanted to help. Little boys, big boys, and men walking through the park stopped to watch and to help. Soon the tree stood straight and tall like the big evergreen trees in the woods back of Mary's house on the farm.

After supper she went to the window again. Then didn't her eyes almost pop out of her head!

"Mother, Mother, quick! The tree is full of stars! How could they come down from the sky?"

Mother came to look, and sure enough there was the tree sparkling with lights and at the very top a beautiful big shining star.

"It's a Christmas Tree!" said Mary. "It is a Christmas Tree. Is it for me?"

"Yes, for you and all the other people who live near here," said Mother.

"Did Santa Claus send it, and does he know I am here and can see it? Oh, I never saw anything so beautiful! And all the people in the park love it too! Isn't Santa Claus good to all the people, Mother?"

Mother thought he was. She and Mary put on their hats and warm coats and went into the park to see the tree "close to". They walked all around it and saw the little lights. There were hundreds of them. Everybody was talking about it, and saying how beautiful it looked. Mother said it would be

lighted every night until Christmas. And on Christmas Eve, that would be in four days, there would be a band and there would be Christmas Carols. Carols, she said, were songs of joy that were sung at Christmas time.

Every night Mary looked at the tree until time to go to bed, and she could even see it when she was in bed.

Just before dark on the day before Christmas it began to snow. The snow flakes fell gently until they covered the ground and walks with a clean white carpet, and the Christmas Tree looked as if a fairy had sprinkled it with diamond dust.

Then when it was time the lights came out on the tree and the people came from every side until they filled the park. Mary and Father and Mother were there with the rest. Suddenly the church bells began to ring, and the band played some wonderful music. Boys, dressed in long robes marched out and began to sing. All the people sang too. It was something about "Joy to the World" and "Noel, Noel", and many other things that Mary did not understand.

Of course she did not know the words of the songs, but she felt so happy that she sang a little song of her own:

I love the shining Christmas Tree,  
The Christmas Tree,  
The Christmas Tree,  
I love the shining Christmas Tree,  
And everybody else does too.

After the songs a man talked for a few minutes and then the people walked quietly away, leaving the shining tree alone in the park.

Mary watched it from her window till she fell asleep. It had all been so



wonderful that she had forgotten to hang up her stocking.

Next morning the first thing she heard was Father calling "Merry Christmas"! and she opened her eyes quick, you may believe!

There on her bed were the loveliest things! It looked almost like one of the store windows down town. Everything she had asked Santa Claus to

bring her was there, even to the doll's shoes.

"Oh, Mother," she said, "I wish I could hug Santa Claus! First he sent the Everybody's Christmas Tree and then he hunted all over the city till he found me, and left all these things! And think of it! There isn't any chimney for him to come down, but he came in just the same!"

### DECEMBER

Nay, no closed doors for me,  
But open doors and open hearts and glee  
To welcome young and old.

Dimmest and brightest month am I;  
My short days end, my lengthening days begin;  
What matters more or less seen in the sky,  
When all is seen within?

Ivy and privet dark as night,  
I weave with hips and haws a cheerful show,  
And holly for a beauty and delight,  
And milky mistletoe.

While high above them all I set  
Yew twigs and Christmas roses pure and pale;  
Then Spring, her snowdrop and her violet,  
May keep so sweet and frail;

May keep each merry, singing bird  
Of all her happy birds that singing build;  
For I've a carol which some shepherds heard  
Once in a wintry field.

—Christina G. Rossetti.

# *A Bird's Christmas Tree<sup>1</sup>*

By VIVIAN P. EVANS

**A**FTER the terrible forest fires which raged in California during the autumn of last year it seemed appropriate to teach a little practical conservation at the Christmas season by having an outdoor tree which did not have to be cut down in order to contribute to the joys of Yuletide.

One morning, in conference, the question of Christmas trees arose. We talked about the great number of trees cut down each year and how long it took for new trees to grow.

The children were asked if they had ever seen a birds' Christmas tree. No one had ever heard of one. They were told how in Norway, each Christmas,

the people fasten a sheaf of wheat on a tall pole in the yard and the birds come and feast on the grains of wheat which have never yet been threshed.

The children thought it would be great fun to have a tree for the birds which could stay out doors and not have to be cut down. We secured permission to use a tree with spreading

branches which grew downward close to the ground. The tree was in plain sight of our play-ground and could be seen from the schoolroom windows.

Day after day the children brought dry bread, suet, popped corn, apples and cranberries. The bread and suet were cut into little cubes and strung

on stout threads to alternate with the strings of pop-corn and cranberries. Quarters of apple were tied on strings. One little girl brought chicken feed, for she said the birds must like chicken feed because they came down to eat when she fed the chickens at home. Wire bails were fastened to little cans which were then painted blue, and these buckets were filled



THE BIRDS' CHRISTMAS TREE

with chicken feed for the "tree trimming."

When the eventful day arrived and all the air was full of Christmas spirit, the children went out, armed with "goodies" for the birds, to trim the tree. Student teachers carried a ladder so that the higher branches could be reached. The children took turns

<sup>1</sup> Copyright reserved.

climbing the ladder, steadied by a teacher, and fastened their gifts to the tree. The lower branches, meanwhile, could be reached by children standing on the ground. Those who had to wait for a turn enjoyed themselves in a game of tag over the athletic field, on the edge of which the tree was located. It was a beautiful sight to see the children at work. Many people from the campus, including one whole class in nature study, were out to watch the fun.

After the "tree trimming," the chil-

dren returned to the assembly room where they had a party with Santa Claus and his bag of toys, which they enjoyed very much, but, it in no way surpassed their pleasure in the birds' Christmas tree. Many times since they have spoken of how glad they were that the pretty little tree was still growing on the campus and had not been cut down and brought into the house to be gone forever in a few days. The experience of the birds' Christmas tree has been most satisfactory in its results.

### LITTLE CHILDREN

By NELL MOODY

Oh! May I only worthy be  
Of children You entrust to me,  
To give them strength for times of need,  
A love which will destroy all greed,  
A courage which will know no fear  
Tho' all the world may scoff and sneer,  
A quick defense of all that's right,  
An interest which is ever bright.

Oh! May I only worthy be  
To understand their gifts to me.  
They bring me more than I can give,  
They make more sweet the life I live;  
For when I look into their eyes  
There shines the faith that never dies,  
Right there where all who look may see  
Are joy, and trust, — humility.

*Music Department*  
GRACE WILBUR CONANT, Editor

SANTA CLAUS

ABIGAIL ROBINSON  
*Allegro comodo*

English Folk Song

1. Old San - ta Claus, with his rein - deer swift, At  
2. Old San - ta loves good girls and boys, And

*p misterioso* *poco rit.* *a tempo*

*Ped.* *Ped.*

Christ-mas comes o'er the ice and snow To bring each child a . Christmas gift,—O  
while the Christ - mas . can - dles glow He crams their stock - ings full of toys,—O

*Ped.* *Ped.* *Ped.* *Ped.*

list for the jin - gle of his sleigh-bells, O!  
list for the jin - gle of his sleigh-bells, O!

*p* *poco rit.* *pp*

*Ped.*

# *National Council of Primary Education*

FRANCES JENKINS, EDITOR

## *Annual Meeting*

**T**HE Department of Superintendence will meet in Cincinnati, Ohio, February 22-28.

The National Council of Primary Education will, as usual, hold its annual meeting at that time. Luncheon will be served, followed by a program and discussion. Plans are under way but not

yet sufficiently mature to make public. This meeting will be the tenth anniversary of the organization of the Council and by a happy coincidence we are meeting again in Cincinnati where that first meeting was held. The program will include special notice of the anniversary and the progress of ten years.

## *Report of a Study Made in Observation and Student Teaching in Universities and Colleges Having Departments of Kindergarten and Primary Education*

*(Prepared for annual meeting of I.K.U. at Minneapolis, May, 1924)*

### I. GENERAL ITEMS

Questionnaires were sent to twenty colleges and universities and the following thirteen reported:

1. Florida State College for Women
2. University of Nebraska
3. University of Utah
4. Mississippi State College for Women
5. Temple University (Philadelphia)
6. Drake University (Des Moines)

7. University of Chicago
  8. College of Industrial Arts (Denton, Texas)
  9. Ohio University (Athens, Ohio)
  10. Rhode Island College of Education
  11. Goucher College (Baltimore)
  12. Southern Branch of the University of California
  13. George Peabody College for Teachers.
- Length of Courses  
Two offer a two-year kindergarten course



One offers a two and one-half year kindergarten course

Six offer a two-year and a four-year kindergarten-primary course

Four offer a four-year kindergarten-primary course

All colleges report that students in this department subscribe to regular college requirements

## II. OBSERVATION

Five report no special course in observation.

Eight report special courses in observation required

1. Five offer this course in freshman year

One offers this course in sophomore year

One offers this course in both junior and senior year

One offers this course in both freshman and senior year

2. Number of required hours of observation

Varies from 9 to 72 hours in kindergarten

Varies from 5 to 58 hours in primary

3. Every report shows observation precedes student teaching course

4. Five show observation required in connection with courses in Education and Child Psychology

5. How course is directed:

One reports by special studies

Ten report:

1. Outlines and questions
2. Reports or records

3. Conferences and class discussions

6. Accompanying blanks used for checking observation received from:

1. University of Utah

2. Mississippi State College for Women

3. Ohio University

7. Credit given the course in terms of semester hours:

Six report one hour of credit

Two report two hours of credit

One reports three hours credit

One reports four hours credit

(From the data this seems to include both special courses and accompanying courses).

## III. NATURE OF OBSERVATION (Either special course or accompanying other courses).

1. Ten report varied situations for observing

2. (a) Four report observation by class

(b) One reports observation by individuals

(c) Six report observation by both class and individuals

3. How observation is directed or supervised:

Twelve report supervision of observation followed by:

(a) Class discussion with professor of education

(b) Group conferences with classroom teacher

- (c) Individual conference with classroom teacher and supervisor or student teacher

- (d) By reports and records required in college classes

#### IV. STUDENT TEACHING COURSES (Relative to the length of the course offered).

1. Two report first and second year

Seven report second year

One reports second and fourth year

Two report third and fourth year

One reports fourth year

2. Observation and participation required

Preliminary to student teaching

Fifteen report either observation or participation required

Five report both observation and participation required

- (1) Time allotment

Reports range from "not uniform", "very limited," "very brief", to a "full semester".

- (2) Character of partial participation:

This seems to be entirely dependent upon the character of the situation. Where public schools control the situation it is left to them to direct. Where College Demonstration School controls their direc-

tion obtains. In every instance both routine duty and opportunity for some responsibility are offered

- (3) How work is directed or supervised:

One reports a check-up by strong senior student.

Eight report conferences with supervisor

One reports check-up by three: room teacher, supervisor, oral direction of the professor of education

One reports check-up by the head of the department

Two report check-up by outlines, written reports and conferences

#### V. SUPERVISION OF STUDENT TEACHING

1. Provision for Supervision;

- (1) Eight report provision in college. Demonstration School under supervision of college supervisor of student teaching and Professor of education

- (2) Five report provision in regular public schools under supervision of class room teacher and college supervisor

- (3) Two report provision in both college and regular public schools under supervision of

class room teacher  
and university super-  
vision

One reports provision  
in both college and  
settlement kinder-  
gartens

One reports provision  
in two city training  
schools as well as  
public schools

2. Aids for student teachers:

(1) One reports a manual of  
practice teaching

One reports an out-of-  
date manual

(2) Six report outlines for  
lesson plans

(3) Four report outlines for  
records of curriculum  
activities of indi-  
vidual children

(4) Four report self rating  
score cards

3. Ohio University contributed a  
number of blanks used as  
aids to teacher

4. Average hours spent in super-  
vising student teaching:

Five report variable num-  
ber of hours, depending  
upon the needs of the  
student

One reports two hours per  
student

One reports one hour per  
student and one hour  
conference

One reports ten hours  
supervision, and one-half  
hour conference

One reports five hours sup-  
ervision, two hours con-  
ference

One reports entire time  
given to two students

with individual confer-  
ence daily

5. Number of student teachers  
to each supervising teacher  
during one term:

One reports 35 students to  
a teacher

One reports 25 students to a  
teacher

One reports 17 students to a  
teacher

One reports 15 students to a  
teacher

Two report 8 student-  
teachers as an average  
Two report 2 to 4 student-  
teachers

One reports 2 to 6 students  
to a teacher

One reports 1 to 4 students  
to a teacher

(Groups for conferences  
vary from 2 to 4 in  
specific teaching situa-  
tions to 70 in class dis-  
cussion)

Ten report demonstration  
work for observers

6. Only one reported upon  
special supervisors.

"Two-thirds of our student-  
teachers come in contact  
with special supervisors  
each term."

## VI. LOCATION OF STUDENT TEACHERS

What per cent in demonstration  
school; regular public school;  
any other school

Five report 100% demonstration  
school

Three report 100% public  
schools

One reports 80% demonstration  
school, 20% public schools

One reports 75% demonstration  
school, 25% in other schools

One reports 62½% in city training schools, 37½% in public schools

One reports 33½% in college kindergarten, 66½% in primary grades at the public schools

One reports 100% in college kindergarten

Nine report that students have opportunity to teach in more than one situation

Four report that students have but one

## VII. CHIEF PROBLEMS

### 1. College demonstration school

(1) Inadequacy of practice facilities to care for the number of student-teachers

(2) Too heavy a program of college studies while student teaching is going on

(3) Adaptation of student teaching to the severe academic requirements of our students' schedules. Both observation and practice are limited by this factor

(4) Lack in department faculty to care for increasing number of applicants

(5) The need to parallel theory and practice courses

(6) To find proper opportunity for more and directed observation and teaching outside of the college demonstration school

(7) Need of a course in college and university to synthesize the various special courses

(8) Not enough opportunity to take full charge of the work of one grade

(9) Not enough public school experience

### 2. In the Public Schools

(1) Public schools as practice laboratories are not always ideal, with over-crowded rooms, and lack of co-operation between city teachers and College faculty.

## INFERENCES DRAWN FROM THE REPORT

*I. The wide variation shown in every phase of this report and the small number of universities and colleges reporting would indicate that each situation seems to be a law unto itself*

The variation in length of courses offered would cause one to question the interpretation of the affirmative answers to the question "Do all students subscribe to the regular college requirements?" Four, only, show conclusive evidence of subscribing to a full four year course such as colleges and universities require for a degree with a major in kindergarten-primary or early elementary education. Six others offer both two and four year courses, the remaining three offer only two and two and one-half year courses.

### II. Observation

From the varying types of courses offered in observation and the widely

varying credit accompanying these, there is no standard as to the desirability of such courses. Observation gains widest credence as a part of other college courses in education and psychology, showing that the dignity and worth of such a course in and of itself for full college credit is questioned.

### *III. Student Teaching*

Relative to the length of the course offered, the report shows a uniformity in placing the more mature student in the teaching situation. The time allotment, however, we find variable and credits correspondingly so. The teaching situation in many instances is not controlled. The supervision in some reports rests with one authority, then with another, and still another.

The limited opportunity offered for laboratory experience is alarming in the college and university courses. The kindergarten seems to secure more liberal treatment here than the early grades. This problem stands out clearly in the suggestions offered by reporting schools, "Too heavy a program of college studies while student teaching is going on" and "adaptation of student teaching to the severe academic requirements of our students' schedules."

A pronounced effort is shown in these reports for continuity in hours of student teaching, the majority showing half-day periods, but here again, there is disregard of adequate credit that would relieve the student of too heavy a program in academic courses.

### *IV. Recommendations offered*

That a committee be organized for the purpose of studying and reporting back to this convention in 1925 standards desirable for colleges and universities to follow in offering observation and student teaching courses. This committee to consider:

1. Observation apart from college and university guidance and supervision is to be discouraged.
2. A college course such as "Observational Studies" and "Standards of Criticisms" to be given the dignity and rating of other college courses, open only to students of junior and senior rating in a four year course.
3. That student teaching courses be required in all colleges and universities with full college credit.
4. That students carrying a student teaching course be relieved of certain required academic hours, in order that allotment of larger time units be made possible for their work with children.
5. Student teaching situations to be under the control and supervision of the college and university.
6. Certain standardized guides and helps for the student teacher to be required in all colleges and universities.

LUCY GAGE,

*Assistant Professor of Education,  
George Peabody College  
for Teachers, Nashville, Tenn.*



## *From the Foreign Field*

### *Notes from Japan<sup>1</sup>*

Those who are acquainted with the work of Miss Annie L. Howe, of Kobe, Japan, will be interested in the following report of the banquet held in her honor during the last annual session of the Japan Kindergarten Union.

Miss Howe, pioneer Christian kindergarten, has been for thirty-four years engaged in work for the children of Japan. Her kindergarten and training school in Kobe have achieved great success, and are a splendid example of her ability and efficiency as a teacher. She was one of the leaders in the organization of the Kindergarten Union in Japan, and has been its president many times. She has given of herself unstintingly to everything connected with kindergarten work and her fellow workers considered it a great privilege to show her, even in a small way, the esteem in which she is held, and their appreciation of the work she has been able to accomplish during these years of service.

The committee in charge planned a delightful program of toasts, addresses, and musical selections, which came as a surprise to the members of the Kindergarten Union as well as to Miss Howe. Songs written for the occasion and set to familiar tunes were sung heartily by the assembled guests. Greetings were extended by representatives of the training schools and friends in Japan, and the secretary then read notes of greeting from several of the foremost kindergarten teachers of America who knew Miss Howe and appreciated her work.

The program closed with an address by the president of the Union, Miss Akard, and

a small token of regard from the members was handed to Miss Howe. All who know her realize that she is never at a loss for words, but for once she found it difficult to express herself. Finally she said, "This is the loveliest thing that has ever happened to me." Her friends responded, "You deserve it all."

Miss Helen J. Disbrow of the Heian (St. Agnes) Kindergarten Training School of Kyoto writes that now, as never before, Japanese educators are realizing the value of the kindergarten. The government recognizes the training school and issues a license to its graduates, who are often employed in government schools. The students, many times, become Christians, not only because of their training, but because in learning to express their native love for children, they awaken to the realization of the greatest fellowship in the world—that of Christ's love.

There is a two years' course and the school, organized in 1921, is linked up with the Heian (St. Agnes) School for Girls. Thus the students have all the privileges of a large school of over five hundred, and are permitted to live in the dormitory.

Besides the regular kindergarten curriculum (and they aim to make their standard as high as that of the American training schools) the girls receive Bible and Sunday School instruction. Many of the students go out into country kindergartens and are the Bible women in addition to their kindergarten work. Often the kindergarten Bible woman is the only Christian woman in the town.

The school accommodates twenty pupils, ten in each class. Candidates must be graduates of an approved high school.

<sup>1</sup> From letters received by Miss Nellie E. Brown, Chairman of Committee on Foreign Correspondence.

Many of the girls are scholarship students, the scholarship being provided by church friends in America.

Trained kindergartners are in demand and in the mission schools only those who have completed a two years' course are employed. In the twelve kindergartens now in the mission there are twenty-four teachers, only two of whom are not graduates. These two have many years of experience to their credit and have availed themselves of the extra classes offered by the school.

Kindergarten work is especially interesting in Japan. It is all encouraging, and although the kindergartners feel that there is much room for improvement, they are grateful for their share in making the Japanese mothers and children happier. The children are rapidly discarding the kimono for "foreign" dress, thus giving much more freedom. They are really beginning to play as though they understood the meaning of the word.

Miss Marie M. Staples of Fukin writes of the promise and delight of work with the children. They are so easily influenced and there is so little of prejudice to break down. Seeds planted in little hearts may not bear fruit immediately, but it is ever so that those older in years listen with more interest and less antagonism to the things that they heard while young. There are in the Fukin district four kindergartens with Christian teachers influencing the daily life of some one hundred and forty little souls.

Miss Staples relates two or three stories which will show just how they are endeavoring to help the little ones to higher planes of living. "For some time we have watched with sympathy the life that one of our kindergarten mothers has had to face. Her oldest daughter, now in the second year of primary, is a graduate of our kindergarten, the next girl was in our kindergarten, and a little boy about three was waiting to enter. All three came to Sunday School and the mother though tied by home duties

came whenever she could to the mother's meeting and to church. We knew by their frequent movings—each time to a smaller place—that things were going hard, and we also knew from hearsay that it was the life of the husband, a regular profligate, that had brought them to this state. The heaviest blow fell the last of last year when, unable to pay his debts before the New Year (a terrible disgrace to the Japanese) he became insane. We learned that the mother felt the disgrace and was willing to do anything in her power to redeem the debt incurred. She was consulted with regard to putting her two little girls in our Christian school in Tokio. Her face brightened when she realized that she could have her children educated under Christian influence, and she be left free to earn her living and endeavor to cancel the debt. The children, who might have had no chance at all, have the privilege of a first class education, but, more than that, the privilege of hearing the Christian message day after day which they do not hear in the Government schools where both would have been placed. The mother is very grateful and we all trust that out of this terrible distress for her may come a wonderful future.

"Last year, over in the hot bed of Buddhist temples, a Christian Sunday School was begun in a home. The children came eagerly for they loved the stories, and the attendance rose to thirty-five when, suddenly, as so often happens in these parts, only four or five came. They said the priests had told them that their God would surely punish them if they listened to stories about the foreign God. The priest started a Sunday school in opposition. Only the bravest continued but they were bound to hear in spite of all opposition. There are eight who continue to come. The man and woman at whose house the Sunday School was opened told us that the neighbors had called a special meeting and declared that no Christian from henceforth should be allowed to rent a house in those quarters, and that if we held an evening meeting the windows and doors would most

certainly be smashed in. The man is a fine man, assistant principal in the Technical School nearby. We expected they would say they could not allow us to hold meetings any longer but they stood firm and meetings have continued for the children and also a fine Bible class of four teachers and a Buddhist priest.

"On Sunday afternoon, in our kindergarten room, we have a Sunday school for children of the surrounding streets and to it always come three children. The Japanese teacher, noting the regularity of these three children and knowing them to come from a distance enquired about them and found that their homes, as most homes here are, was strong Buddhist. The mother sent them to the

Buddhist Sunday School in the morning, but they would not stay, so she took them herself and stayed with them for awhile, but as soon as she disappeared they would too. She forbade their attending the morning Christian Sunday School but they learned of the afternoon meeting so slipped off to it unknown to their mother. They were so happy and enjoyed the stories so much that their mother was struck with their happiness. She learned what they were doing and for some reason or other did not punish them but said that if they could be so different they might continue to go to that afternoon meeting. They come most regularly and are certainly drinking in truths."

**G**REAT hearts are those whose presence is sunshine. Their coming changes our climate. They oil the blessings of life. They make right living easy. Blessed are the happiness-makers! They represent the best forces of civilization.

—*Newell Dwight Hillis.*

## Report of Literature Committee

The Committee on Literature of the I. K. U. concerned itself during the past year with the recommendation made the year before, which was "that the search for stories from modern literature, with emphasis on realistic stories about animals, and those actually true to human experience be continued." In this effort the chairman encountered encouragements and discouragements. Among the former may be noted the hearty coöperation of the members of the committee, their prompt attention to problems submitted for their consideration, and their willingness to undertake intensive research work. The outstanding discouragement was lack of opportunity for personal consultation for the discussion and unprejudiced hearing of differing view points regarding stories submitted.

Such an important matter as preparing a list "to be appended as supplementary to a new edition of the very valuable one issued by the Literature Committee of 1918 and 1920," requires many group conferences. Work done wholly by correspondence retards a satisfactory collab-

oration. Frequent meetings of the members, with source material at hand for examination, are most necessary. This was impossible with our scattered committee.

As there were various opinions expressed and no opportunity for comparison of the reasons, we have no list of the kind of stories sought to submit. However, in view of the fact that there have been recent publications of literature for little children, worthy of note, and in order to acquaint the members of this body with them, a tentative list of books, stories, and poems has been prepared. While it does not express the preference of the whole committee, only such books are listed as were recommended by a majority of the members. These have been grouped under the following headings:

Picture books, nursery rhymes and jingles, humor and nonsense, realistic stories, verses and poems, fairy tales, stories, picture books from foreign lands and books to be read to the children.

JULIA PEPPER,  
Chairman.

### *A Suggestive List of Books, Stories and Poems for Use with Kindergarten Children*

#### PICTURE BOOKS

- A B C Book.* Charles B. Falls. Doubleday.  
*Ring O'Roses.* L. Leslie Brooke. Warne.  
*In the Country and Our Farmyard.* Dutton.  
*Old, Old Tales Retold.* Illus. by Frederick Richardson. P. F. Volland.  
*A Nursery Rhyme Picture Book.* L. Leslie Brooke. Warne.  
*Treasure Things.* Annette Wynne. P. F. Volland.

#### NURSERY RHYMES AND JINGLES

- The Children's Corner.* R. H. Elkin. (Illus. by Le Mair.) McKay.  
*Book of Nursery Rhymes.* Ed. by Charles Welsh. Heath.  
*Little People.* R. H. Elkin. McKay.  
*Peter Patter Book.* Leroy F. Jackson. Rand, McNally.

#### HUMOR AND NONSENSE

- The Cook's Surprise.* Margery Clark. Doubleday.

*The Fun Book.* Mabel G. La Rue. Macmillan.

*The Mouse Story.* K. H. With. Stokes.

### REALISTIC STORIES

*Charlie and His Kitten Topsy and Charlie and His Puppy Bingo.* Helen Hill and Violet Maxwell. Macmillan.

*Bobby of Cloverfield Farm.* Helen F. Orton. Stokes.

*The Garden of Happiness.* Zoe Meyer. Little.

*The Scarlet Tanager and Gordy's New Year's Dinner Party.* From *New Stories to Tell to Children* by Sara Cone Bryant. Houghton.

### VERSES AND POEMS

*Fairies and Chimneys, The Fairy Flute and The Fairy Green.* Rose Fyleman. Doran.

*The Cupboard from Peacock Pie.* Walter de la Mare. Holt.

*The Blackbird, Nature's Friend and The Hens.* From *This Singing World.* Collection by Louis Untermeyer. Harcourt Brace.

*Outdoors and Us.* Mary Carolyn Davies. Penn Pub. Co.

*A Treasury of Verse for Little Children.* M. G. Edgar. Macmillan.

*A Child's Day.* Walter de la Mare. Holt.

### PICTURE BOOKS FROM FOREIGN LANDS

*Our Children and Girls and Boys.* Anatole France. Duffield.

*Lillebror's Segelfard.* Elsa Beskow. Bonn.

*Old Dutch Nursery Rhymes.* R. H. Elkin. McKay.

*A. B. C.* Jules Le Maitre. Alfred Mame, imported by Brentano.

*Nos Enfants and Filles et Garçons.* Anatole France. Hachette, Paris.

*Batocchio e Cavicchio.* Guiseppe Adami. Brentano.

### BOOKS TO READ ALOUD

*The Bojabi Tree.* Edith Rickert. Doubleday.

*The Twins of Tabiffa.* Constance Howard. Jacobs.

*The Story of Mrs. Tubbs.* Hugh Lofting. Stokes.

*Farmtown Tales.* Mary W. Thompson. Dutton.

### FAIRY TALES

*English Fairy Tales.* Flora Annie Steel. (Illus. by Arthur Rackham.) Macmillan.

*The Black Cats and the Tinker's Wife.* Margaret Baker. Duffield.

### STORIES

*A Ride on a Rocking Horse.* R. A. Marshall. Dutton.

*Little Lucia.* Mabel L. Robinson. Stokes.

### THE CHRISTMAS SPIRIT

"Somehow, not only at Christmas,  
But all the long year through,  
The joy that you give to others is the  
Joy that comes back to you;  
And the more you spend in blessing  
The poor and the lonely and sad,  
The more of your heart's possessing  
Returns to make you glad."



## *I. K. U. Convention Notes*

### *California in 1925!*

The International Kindergarten Union will meet in Los Angeles, California, in July, 1925. There are many reasons why this should appeal to kindergartners and their friends. The beauty of the country, the well-known hospitality of the people, and the opportunity to make attendance at the convention a part of the summer vacation all give great promise.

The journey to and from the meeting may be made not only a pleasure, but also add to the educational value of the meeting. In order that its utmost in value may be realized while time, energy, and money are conserved, the Executive Board has authorized Raymond and Whitcomb to make the transportation arrangements.

These will be elastic enough to meet the requirements of everybody. Starting with the outward trip from Chicago, there will be stops for sight-seeing at Denver, Colorado Springs, the Grand Canyon, and Riverside. This trip is necessarily brief, in order to reach Los Angeles in time for the first day of the convention, July 8th.

The place of meeting of the N. E. A. is not yet announced, but the schedule has been so arranged that those who wish may attend part of its sessions, and join the party in Chicago. Or they may attend its full session, and reach Los Angeles in time, by going directly there. It is hoped that many will avail themselves of this double opportunity.

Two return trips will be offered, in both

cases time for the convention and two days of sight seeing allowed in Los Angeles. One will care for those who wish to return through Yellowstone Park, and another for those who wish to tour the Canadian Rockies. For those who wish to remain on the coast for some time, a return ticket over any route will be provided, with the local offices of the Raymond & Whitcomb company available for service in arranging reservations.

The opportunity to see so much of the beauties and wonders of our own country is evident. To this is added the further opportunity of traveling with many others who are interested in the kindergarten movement. No less valuable than the knowledge and breadth of vision gained, will be the fellowship enjoyed by like minds.

Kindergartners everywhere will be interested in the approximate cost of such a trip. A tentative announcement has been prepared which indicates that four hundred dollars will cover the entire cost from Chicago and back again, including all sight seeing.

Announcements will be mailed to all I. K. U. members as soon as definite details are determined. Every one interested in kindergarten work will be cordially welcome. Start a "Los Angeles in 1925" Savings Fund now, and meet the I. K. U. Special in Chicago.

ELLA RUTH BOYCE,  
*President.*

### *An Enthusiastic Meeting at Los Angeles*

The California Kindergarten-Primary Association, Southern Section, held its first meeting of the year 1924-1925 in the

music room of the Biltmore Hotel in Los Angeles October 4th. The session opened with a luncheon at which one hundred

members were present. Immediately afterward came the business meeting, which was attended by about two hundred members.

Miss Barbara Greenwood, the president, first gave a short résumé of the excellent work accomplished by the Association last year, and then launched the business of the afternoon—the presentation of plans for this year's work with special reference to preparation for the International Kindergarten Union Convention to be held in Los Angeles in July, 1925.

Committee chairmen reported as follows:

Study: Miss Katherine McLaughlin.  
Music: Miss Helen Christiansen.  
New Publications: Miss Frances Giddings.  
Publicity: Miss Vivian Evans.

Membership: Miss Florence Kuss.

Extension: Miss Emily Pryor.

State Organization: Miss Katherine McLaughlin.

Local Plans for the I. K. U. Convention:  
Miss Madeline Veverka, Mrs. Eugenia L. Jones, Miss Marion Delmazzo.

The next meeting was held at Riverside November 1st by invitation of Mrs. Valley Smith, president of the Riverside Kindergarten Club.

The meeting on December 18th in the ballroom of the Biltmore Hotel in Los Angeles will open with a luncheon, followed by a rally for the International Kindergarten Union Convention in July, 1925.

VIVIAN EVANS,

*Chairman Publicity Committee.*

May this holy Christmas tide  
Bring thee wealth untold, untried,  
Bring thee friendship, love and lore,  
All thy heart hath counted o'er,  
Every gift thy soul hath sought,  
Every joy thy hope hath wrought,  
Lay earth's kingdoms at thy feet,  
Crown thy life a thing complete.

Nay, if this too little be,  
I'll enlarge my wish for thee:  
Still a nobler hope be mine,  
Still a rarer gift be thine,—  
Heaven's own peace within the breast  
And the treasure in the quest.

—*Evelyn H. Walker.*

## *News Items and Events of Interest*

### *The Kindergarten Included on Conference Program*

The kindergarten was well represented on the program of a Joint Conference on Educational Research and Guidance recently held by the Southern California Educational Research Association and the Southern Cali-

fornia Vocational Guidance Association at Los Angeles in October. Miss Barbara Greenwood, of the Southern Branch of the University of California, spoke on *The Kindergarten in Relation to Life Pursuits*.

### *Kindergarten Letter from the Bureau of Education*

If any kindergartner in the country is not in touch with the United States Bureau of Education at Washington, she should write at once to have her school placed on the mailing list, for the letters sent out by the Kindergarten Specialists are most valuable to her.

*Kindergarten Letter No. 1, 1924-25*, recently sent out, gives up to date information on *Kindergarten Statistics*, *Kindergarten Literature*, and *How to Secure the Bureau Publications*.

There is also a new *Letter to Kindergarten Training Teachers* which gives suggestive information on vital subjects, and a list of available *Kindergarten Publications*.

Write to Miss Nina C. Vandewalker, Kindergarten Specialist, Bureau of Education, Washington, D. C., for information, and keep in close touch with Bureau activities.

### *Federation for Child Study*

The Federation for Child Study held its annual meeting and luncheon in New York on November 5th. Distinguished speakers discussed the subject of *The Need of Child Study for the Vocation of Parenthood*. On November 6th, there was an all-day conference of leaders and delegates from all chapters, affording opportunity for members from all parts of the country to come together for discussion of common problems and purposes and interchange of ideas and plans for the year's work.

To supplement the work of its Chapters, the Federation offers a series of winter lectures and conferences on educational subjects, to be held in New York.

The program is rich in topics and the speakers are well fitted to present them. In November, Dr. Jessie Taft spoke twice on

*The Mental Hygiene of Adolescence*; *The Nature and Measurement of Musical Talent* was the subject of a December lecture by Dr. Max Schoen; in January, Dr. Arnold Gesell will speak on *The Mental Hygiene of the Pre-School Child*, and Dr. Mary S. Rose on *Training the Child to Eat*; in February, Dr. Ernest R. Groves on *Common Problems of Adjustment in Normal Children*, and Dr. Frankwood E. Williams on *Fears in Childhood*; in March, Miss Ellen Eddy Shaw on *The Garden and Nature Work in Relation to the Child's Activities*, and Mr. Everett Dean Martin on *Habit and Personality*.

Anyone interested in child study should write directly to the Federation for Child Study, 242 West 76 St., New York, for further information regarding Study Chapters, publications and lecture plans.

### *A Joint Meeting*

If a meeting of one kindergarten association is good, a meeting of two kindergarten associations must be better! So it is evident, reasoned the officers of the Massachusetts State Kindergarten Association and the Connecticut Valley Kindergarten Association, when they planned for a joint session in Worcester on the first Saturday in October.

And they reasoned well, for the enthusiasm of members counts, and the large gathering, which spoke well for those who had many miles to come, was certainly more than twice as enthusiastic as either group could have been alone.

The day itself was as perfect as only a New England October day can be, and all the arrangements made by the Worcester hostesses were perfect also, from the cordial greetings at the door to the good-by to the last load of kindergartners carried about the city by members of the Rotary and Kiwanis Clubs to visit kindergarten rooms and interesting exhibits of children's work.

Miss Sarah A. Marble, Director of Worcester Kindergartens, and newly elected president of the state association, proved a most gracious and efficient presiding officer, and hearty thanks were due her for the success of the meeting.

Brief business meetings of both associations were held at noon, each presided over by its own president.

The Connecticut Valley Association elected new officers as follows: President, Miss E. Louise Hoyt, Bridgeport; first vice-president, Miss Edna C. Smith, Hartford; second vice-president, Miss Helen Bailey, Springfield; secretary, Miss Mary C. Knapp, Hartford; treasurer, Miss Lolia Littlehales, New Britain; auditor, Miss Alice Howland, Springfield.

The state association officers were elected at a spring meeting, and all but one was present. They are the following: President, Miss Sarah A. Marble, Worcester; first vice-president, Mrs. Harriot H. Jones, Boston; second vice-president, Mrs. Helen

M. Craig, Boston; recording secretary, Miss Helen M. Noyes, Lowell; corresponding secretary, Miss Laura Holmes, Boston; treasurer, Miss Mabel A. Robertson; auditor, Miss Anna Kingman, Worcester.

At the Connecticut Valley association meeting, resolutions on the death of Miss Lillian Capron of Springfield were read, and among other items of business it was voted to send a telegram of greeting to the editors of *CHILDHOOD EDUCATION* who were sorely missed from our midst.

The Massachusetts group listened to interesting reports of the I. K. U. meeting last spring, and the present status of the Community House in Liévin, and also to the very attractive plans which are already being formulated for our "cross country run" to Los Angeles in 1925. Are you going?

The business meetings were followed by a cafeteria luncheon, satisfying not only to the body but to the soul, for it gave an opportunity for friendly visiting and chatting, always so dear a part of every kindergarten gathering.

Then came the joint session at which all were most delightfully greeted by Supt. Young of Worcester, whose faith in the kindergarten was most encouraging. The Connecticut Valley group provided as its speaker Dr. William H. Burnham of Clark University, who gave a very clear and practical talk on *Habit Formation*, stressing especially the necessity of understanding the part played by conditioned reflexes in the formation of habits, as many of the peculiar fears and "tricks" of childhood can be explained only through a recognition of elements and incidents which were associated with the original causes of the emotion or habit.

It is always a comfort to be told what to do, in no uncertain terms, and so we all felt grateful for the following half-decalogue laid down by Dr. Burnham:

1. Study the individuality of each child carefully and intelligently.

2. Eradicate bad habits. Set up a rival stimulus or association with the object of fear, that the old may be eliminated.

3. Give every opportunity for the doing of suitable tasks—this is the condition of normal development. (Incidentally Dr. Burnham stated that this has always been done better in the kindergarten than anywhere else.)

4. Refrain from robbing the child of worth while tasks. "It would seem," said Dr. Burnham, "that the wayfaring man,—though an educator!—might see the need of this, but too often he fails completely to do so!"

5. Attempt to preserve the sound and healthful characteristics already present in the child. He is born into the world an

integrated unit—familiar sound that for kindergarten ears!—and we should strive to preserve this integration.

As the last speaker on the program the Massachusetts association presented Miss Margaret Seaver of Boston, who has studied with Emile Jaques Dalcroze, of Geneva. Miss Seaver spoke interestingly of her work in Eurhythmics, demonstrating with a responsive group of kindergarten students from the State Normal School.

It was a happy day, a day of companionship with friends devoted to the cause of childhood, a day of great beauty in the outdoor world, a day of inspiration for better work, a day made doubly good for both associations because it was spent together.

MARY CHAPLIN SHUTE.

### *Selected List of Poetry and Stories*

There are still available copies of the *Selected List of Poetry and Stories for Children in Kindergarten, First and Second Grades* compiled by the I. K. U. Literature Committee, 1918-1920.

Copies may be obtained from Miss May Murray, I. K. U. Headquarters, Investment Building, Washington, D. C. at the following prices:

Single copies, fifteen cents; one cent extra for postage

Fifty copies, \$6.00; postage extra according to parcel post zone.

One hundred copies, \$10.00; postage extra.



# The Reading Table

## *The Child: His Nature and His Needs*

In May, 1924, the first contribution of the Children's Foundation appeared in a book entitled *The Child: His Nature and His Needs*, prepared under the editorial supervision of Professor M. V. O'Shea. Our readers may not know that the Children's Foundation was organized in 1921 at Valparaiso, Indiana, through the generosity of Lewis E. Myers and was chartered by the State of Indiana not for profit.

It has undertaken in this volume, *The Child: His Nature and His Needs*, to "appraise present-day knowledge relating to the nature, well-being, and education of children," and to make this appraisal available for the use of the average layman through the simple, readable style and the popular price of one dollar a volume.

The book is a compilation of several men and women, well-known in their own fields of research, experimentation and practice, and the various chapters present, therefore, as writers, such familiar names as Bird T. Baldwin, Mary T. Whitley, Walter F. Dearborn, E. A. Kirkpatrick, William R. P. Emerson, Arnold Gesell, John F. Tigert. Professor O'Shea, in addition to the task of editing the volume, has contributed five chapters on the present status of our knowledge of education.

The material is organized in three parts dealing respectively with the *Present Status of Our Knowledge of Child Nature*, *The Present Status of Our Knowledge of Child Well-being*; and *The Present Status of Our Knowledge of Education*.

The purpose of the book is to bring to the attention of the public the scientific investigations on the child's nature and needs and the application of such data as these in-

vestigators have secured to the educational problem,—in other words, to bridge the gap between available knowledge and practice.

As a rule, each chapter states clearly and definitely its problem and offers a solution. Every phase of child education is covered,—physical, intellectual, moral, and social. Special attention is devoted to the feeble-minded, the delinquent, and the superior child, as well as to the normal; and the stages of development from the pre-school period through adolescence are touched upon.

The influence of this data concerning the child and a changing society is shown on the objectives, courses of study, methods of teaching, and management of the schools, and present trends in educational facilities, opportunities, and requirements are pointed out.

The marginal notes, complete index for each chapter, and the summary at the close, are decided assets in making the book readable and useful as a text. The appendix includes a very fine bibliography for each chapter and brief biographies of the authors.

The book contains over five hundred pages and is somewhat unwieldy and formidable in appearance. It has, however, a minimum of technical phraseology and is interesting and practical throughout. It will be welcomed by the educated parent and will serve as an excellent reference book for courses in Education and Educational Psychology.

EDNA DEAN BAKER,  
*National Kindergarten and Elementary College, Chicago*

## Other Books and Educational Topics

By GERTRUDE MAYNARD

### *Do We Qualify?*

Teachers of the younger children, who take their work seriously and think of it in terms of the university, will gain much cultural benefit from a study of the new book by William C. Bagley and John A. H. Keith,—*An Introduction to Teaching* (Macmillan). It rivets kindergarten work with all that comes after. It dignifies and inspires our least effort. It definitely aligns us with industry, science and art. It is the contribution of the college classroom to the kindergarten, elementary and secondary schools. It touches practically every phase of the profession of teaching.

There are two chapters on *Qualifications for Teaching*. They should be pondered by both the beginner and the mature teacher. It is quite likely that many a young person who has not yet entered the profession will turn to some other work after reading them,—and it will be far better for all concerned. As for the teacher already committed to her career, the pages will explain her failures and her successes. Let us see what are some of the requirements for successful teaching of the youngest children: "*The significance of the kindergarten-primary service lies in the fact that it is responsible for starting aright the processes of formal education.* (Italics mine.) . . . The kindergarten-primary teacher is something more than a teacher in the usual sense of the term. To a far greater extent than her colleagues in the intermediate grades, the junior high school and the senior high school, she must assume responsibility for the personal and physical care of her pupils and when these number as many as forty or fifty, this responsibility in itself is likely to be a most serious burden. . . ."

Some of the personal qualities listed are:

- Interest in details
- Interest in the individual
- Intelligent patience
- A clear head and an even temper

The discussion of these requirements is interesting in each case. Regarding patience we read:

"A striking characteristic of successful teachers of little children is their patience—we qualify the term by adding the adjective 'intelligent' for a dull, routine plodding patience sometimes masquerades in the cloak of this prime virtue. To guide learning in its first slow and halting steps is very far from an easy task for an alert adult mind,—and the primary teacher must have an alert mind, and this mind must be disciplined to patience. This is a phase of the fine art of teaching that must be grown into. . . . It is difficult and exacting work,—but it is doubtful whether any work in the entire range of human activities can surpass it in fundamental significance."

Have you seen the monograph on *The Ideal Teacher* by George Herbert Palmer? It was published some time ago by Houghton Mifflin and is still in demand. It is Emersonian in style and benediction. Dr. Palmer's four great requisites are:

- An aptitude for vicariousness
- An already accumulated wealth (mental)
- An ability to invigorate life through knowledge
- A readiness to be forgotten.

The discussion of these apparently rather cabalistic signs of the perfect teacher is well worth the half hour it takes one to read the

little volume. Towards the end there are many precious paragraphs:

"We cannot tell whether those whom we are teaching have taken our best points or not. Those best points, what are they? We shall count them one thing, our pupils another. We gather what seems to us of consequence and pour it out upon our classes. But if their minds are not fitted to receive it, the little creatures have excellent protective arrangements which they draw down, and all we pour is simply shed as if nothing had fallen, while again we say something so slight that we hardly notice it, but, happening to be just the nutritive element which that small life still needs, it is caught up and turned into human fibre. We cannot tell. We work in the

dark. Out upon the waters our bread is cast, and if we are wise we do not attempt to trace its return."

And this:

"But though what we do remains unknown, its results often awaken deep affection. Few in the community receive love more abundantly. Wherever we go we meet a smiling face. Throughout the world the period of learning is the period of romance. In these halcyon days of our boys and girls we have a share and the golden lights which flood the opening years are reflected on us. . . . To us therefore their blind affections cling as to few beside their parents. It is better to be loved than to be understood."

### *The New York Syllabus*

The study courses, syllabi, and various pamphlets issued by different cities concerning the kindergarten and lower grades have a peculiar place in the educational literature of the day. They represent local interest and local problems, but they are so well written and their underlying principles are so universal in their application that teachers in another city should always keep them on file if possible.

The Board of Education of New York has now published a *Syllabus for Kindergarten and Kindergarten Extension* (1st Grade.) There is nothing new in this pamphlet, but it is of special interest as coming from so large a city with such a variation of needs and powers of children in different localities. It also represents a concrete handling of the problem of huge

enrollments. Surely there can be nothing superfluous in a plan which is to be the guide for teachers whose register generally carries a hundred names. Therefore the minimum essentials of the New York plan are bound to prove practical under almost any conditions and are well worth studying.

The brief, sensible instructions cover all subject matter used in the kindergarten and first grade. The very close relation of the two is gratifying to those who have struggled for years to make the kindergarten a vital and practical part of the entire school system. "Kindergarten Extension" is surely a step in advance of "Pre-Primary". The emphasis is at last placed on the right side of the grade system, and kindergarten has come into its own.

### *The American at Play*

From time to time we have soul-searching reminders from deep and careful thinkers that we have forgotten how to play. It

seems that, even in America, we once knew how, but that, in the swift upbuilding of our industrial world and with the coming of

countless material comforts and conveniences, we have come to the point where millions of us take our pleasure canned,—“sitting down” as one critic has it. The motion picture, the radio, the ball game played by hirelings, the music revue prepared for the tired business man, seem to be our national recreations. The lack of actual participation in healthy pleasure is possibly our greatest problem. Have you read *The American Malady* by Langdon Mitchell in the *Atlantic* for February, 1924? It is quite a severe indictment, and makes us feel, as educators, that not too soon can we begin to dispel the clouds of materiality which are waiting to descend upon the young heads.

The article in question does not lend itself to quotation in narrow quarters. It is delightfully written and full of sunshine and shadow, with its alternate humor and irony. Read for yourself and you will not begrudge the half hour. I cannot refrain, however, from one or two excerpts:

“Thus, if I am right, our leisure hours have no good meaning for us. We meet them as a man meets a dun or the shadow of death. But in Heaven’s name, what is the reason why a robust, self governing, and sufficiently pious people is subject to intolerable tedium in those hours when it is not at work, or being voted or prayed for?”

And this:

“It is, I feel, sufficiently obvious that our people do actually live a life that is crude and semi-barbarous. It was not always so. Historical events have deprived the American of much that he should and once did possess. He is not conscious of the loss of these means of a finer and more copious life. He does not know that time, circumstance and the course of things have, with exquisite sleight of hand, stolen away all his best means of happiness, all the wonder and wealth of his soul. All he knows is that his life is empty, and he feels sad.”

“ . . . . Whatever it is that brings to us a suffering and dissatisfaction so debilitating and so general must itself be positive and operate upon great masses of our population. . . . A false conception of what makes for a good life is the main and active cause of our great American malady of boredom. This false conception . . . . is as positive and powerful as any believed-in truth. For error is as creative as truth, only it creates evil.”

Our author goes on to unfold the construction and redemptive side of the problem, with power and a broad humanitarianism. Read what he says, if you have not already done so.

### *A Challenge in the Field*

From the Southern branch of the University of California comes “*A Primer Interpretation of Some Educational Principles with a Manual of Writing, Reading, Spelling and Arithmetic*.” It is written in primer-like style with short, terse sentences, is vigorous and original in argument, and contends throughout for more practice and less preaching of the best theory that has appeared in elementary education.

On one point it offers a distinct challenge, namely the teaching of writing before reading,—note the order of words in the

above sub-title. Of course this is what Montessori did, and there have been “explosions” into writing here and there in this country from time to time; but, as a whole, psychologists and child-study experts are against her. As for deliberately placing writing before reading it is rank pedagogical heresy, and the author, Miss Adelia Adams Samuels, will shortly be burned at the stake unless she can continually prove her position.

She claims two years of successful work with far from superior children, and her



arguments are most interesting. Here is a portion of her reasoning from the historic point of view:

"We know there must have been writing before there was anything to read. We are equally certain that the first writer, having written, could interpret the symbols he had devised. We know also that he remained the sole reader of his efforts until others learned, because of their interest in what their fellow-tribesman had done, and because it must have been very obvious to them that the new art would fill a long-felt need. The point to be considered is that the first writer, having made new word symbols, could read them."

It would seem to us that, regardless of other arguments that follow, the strength of the theory lies in this close relationship between word and idea, which comes as a

part of original composition. In this relationship lies the crux of the entire problem of reading. It is now being largely met by more silent and less oral reading,—which is precisely what this particular method leads into. At any rate, the children in the demonstration school at Cucamonga, Cal., seem to have learned to read and write simultaneously and to have taken great joy in it. Allowing for expert teachers and the zeal which comes in carrying on unique practice, it would seem that Miss Samuels' book is well worth attention.

The other elementary subjects are treated from the same point of view. She has a case against phonics, and something in particular to say about spelling. (*An About-Face in Education* by Adelia Adams Samuels, Harr Wagner, Publishers, San Francisco, California.)

### *Some Children's Books for the Holidays*

THOMAS Y. CROWELL COMPANY, NEW YORK

*Little Alpine Musician.* By Johanna Spyri. Translated by Helen B. Dole.

*Veronica and Uncle Titus.* By the same author. Translated by Louise Brooks. Illustrated in color.

Children who love the story of *Heidi*, with its attractive Alpine setting, will welcome three more Alpine tales by the same author, which are brought out this year in new and well made editions.

Of these, the *Little Alpine Musician* has more of the charm of *Heidi* than the other two, which deal with older situations, but each introduces a wholesome child character whose trying experiences finally end happily.

The out of door atmosphere and the country life of the little Alpine children are an important factor in the attractiveness of these books.

*Stories of King Arthur and His Knights.* By U. Waldo Cutler.

*Stories from Dickens.* By J. Walker McSpadden. Illustrated in color.

The children's library will be enriched by

these new and revised editions of two worth while groups of stories which every child should know. The type, cover, illustrations, and general make up of both are excellent, and they will make valuable books for the holidays.

*Chinese Fairy Tales.* By Norman H. Pitman. Illustrated in color.

The fairies of these tales, while familiar to the Chinese children, will be new to the little readers of other countries, just as their manners and customs are new and interesting. The author has spent many years in China and has had an unusual opportunity to gather its legends.

This year's edition of the tales has been revised and enlarged and, like the books mentioned above, has a good book form.

*Pinnocchio.* By Carlo Collodi. Translated from the Italian by Joseph Walker. Illustrated in color.

The absurd story of the little wooden marionette, written originally for the boys



and girls of Italy, has never lost its interest for children of other countries. Its new "large type edition" is uniform in size with the other new editions noted above, so that the whole group would form a delightful set for the children's book shelf.

LITTLE, BROWN, AND COMPANY, BOSTON

*Billy Mink.* By Thornton W. Burgess. Illustrated by Harrison Cady.

Is there a child who does now know and enjoy Thornton Burgess' stories? The little people of the Green Forest and around the Smiling Pool never become so familiar as to lose their fascination, and many a child has received his first lessons in nature study and in kindness to animals through the ingenious fancy of this author.

*Billy Mink* is the first volume of another series called the *Smiling Pool Series*.

*The Goblin's Glen.* By Harold Gaze. Illustrated by the author.

Fairies and goblins and pixies and general fancy and nonsense are mingled in the right proportion to make this book attractive to fairy lovers. Through the companionship of a delightful bachelor "uncle" who believed in fairies the two children of the story enjoy all sorts of fanciful experiences in "childhood's wonderland."

*Round the Year in Pudding Lane.* By Sarah Addington. Illustrated by Gertrude A. Kay.

Pudding Lane was the village where lived the Mother Goose folk, and Miss Addington tells twelve whimsical tales about the adventures that came to them. There are such titles as "How Humpty Dumpty Went to the King's Party," "Why Taffy the Welshman Stole Meat," and "The Valentine Mistress Mary Found."

The three books mentioned above are all so well printed and bound that it is a pleasure to examine them.

THE CENTURY COMPANY, NEW YORK

*The Rainy Day Book for Boys and Girls.* By Margaret Knox, Principal of Public

School No. 15, Manhattan, and Anna M. Lutkenhaus, Director of the Dramatic Club of the same school.

In the form of a story about a group of children who formed a Rainy Day Club, which met only on rainy days, the authors introduce all sorts of suggestions for indoor occupations that are worth while and that will be most valuable in the development of children, besides furnishing fascinating occupation.

This novelette of California, *Love by Express*, was written during the author's early days in Santa Barbara, just before her attention was turned to the study of the kindergarten, and Miss Smith says in her *Foreword*, "It thus represents the work of a novice in literature and must be judged from that standpoint and not from that of her later and more serious productions."

The story was published under a "nom de plume" at one time for the purpose of raising money for a charitable enterprise, but it was then tucked away in the author's desk.

It is to be printed now by the Dorcas Society, of which Kate Douglas Wiggin was long a beloved Honorary President. The proceeds will be devoted to the benevolent work of the Society, and, as Miss Smith says, "We believe that in so doing we are following the author's custom with all her writings and lending it, in very truth, 'to the Lord.'"

"The Cooking Bee," "Preparations for the Bazaar," "Editing and Printing a School Paper," "The Writing of the Pageant," these, and others of equal interest as suggestions for activities are the chapter headings.

It is a book to be used and used again by resourceful boys and girls, and it will serve as a stimulus to much original work.

*The Children's Book of Celebrated Buildings.*

By Lorinda Munson Bryant. Illustrated.

Mrs. Bryant has selected fifty buildings notable in an architectural sense and surrounded by historical and legendary lore, and she presents them in picture form, with

descriptive sketches, so that children may become familiar with the best in architecture just as they have been introduced to painting and sculpture in her earlier books.

The book will give a child a splendid foundation in appreciation of architecture and interest in travel, for the buildings chosen are examples of the work of all ages and countries, from Independence Hall and the U. S. Capitol to the Rangoon Pagoda in Burma and the Roman Forum.

*A Child's History of the World.* By V. M. Hillyer, Head Master of the Calvert School, Baltimore.

A real child's history, written in a form suitable for young children, with the subject matter carefully chosen by one who understands the kind of material that children can comprehend. It begins at the very beginning of the world and follows the stream of history by events and not by countries, so that there is a comprehensive account of the growth of civilization as a whole.

The book is the result of over twenty years of teaching the subject to young children and of five years spent in writing it, and the author knows that it is adapted to children of nine years or thereabouts.

Many a grown-up will share the child's pleasure in such a wonderful true story, and it may be that the grown-up, too, will find his ideas of history clarified and enriched by the simple tale and careful selection of material.

HOUGHTON MIFFLIN COMPANY, BOSTON

*Children of the Lighthouse.* By Nora Archibald Smith. Illustrated.

A new story book by a favorite author of children's stories is a welcome addition to the holiday gifts for children. Miss Smith is so well known to kindergartners that her work needs no recommendation.

The new story tells about two children who lived on one of the islands off San Francisco Bay. Their father was the lighthouse keeper, and their mother and a one-

legged Mexican sailor were the other inhabitants of the island. There are adventures and story telling times and the everyday happenings of a family.

*Tony.* By Eliza Orne White. Illustrated by Alice B. Preston.

Tony and his twin sister are only six and a half, so the story of their life at the seashore and in the suburbs of a city is for very little children. Miss White has a gift for stories for the younger children and they will listen eagerly to this one.

NOBLE AND NOBLE, NEW YORK

*Pieces for Every Month of the Year.* Compiled by Mary I. Lovejoy and Elizabeth Adams.

Verses suitable for reading or memorizing by children from six to twelve have been selected for this volume, with special emphasis on those which deal with nature. They are grouped under the four seasons, with a wide range of selections appropriate to each.

Shakespeare, Whittier, Bryant and other familiar names among the older poets are included, as well as Frank Dempster Sherman and Joyce Kilmer.

More than two hundred and fifty selections in all are given, making the book a real treasure house for the verse lover.

THE JUDSON PRESS, PHILADELPHIA

*Animal Land.* By Willard Allen Colcord.

This is not a book of information about animals, as its name might indicate, but a collection of three hundred entertaining and instructive stories about animals, birds, and insects that have been selected, arranged and edited by the author. The stories are grouped under the headings of the most important families of animals, and each group is preceded by a short introduction telling about the general habits and characteristics of that family. Some of the stories have never appeared in book form before but have been gathered from personal experience, observation, and current literature.

The underlying thought through it all is kindness to animals and the book is dedicated to The American Humane Education Society and "To all the boys and girls everywhere who love animals."

GEORGE H. DORAN COMPANY, NEW YORK

This publisher calls attention this year to editions of many familiar children's books which will be suitable for the holidays:

Hans Andersen's *Fairy Tales*; Charles Kingsley's *Water Babies*; Alice's *Adventures in Wonderland*; Charles and Mary Lamb's *Tales from Shakespeare*; Grimm's *Fairy Tales*; *The Arabian Nights*; *Gulliver's Travels*.

There are also a few listed which are not so familiar:

*The Bible Story*, by William Canton. A paraphrase of the entire Bible blended into

a series of short narratives that children can comprehend and appreciate.

*The Book of Scotland for Young People*, by Sidney Dark. A book of thrilling stories from Scotland's history.

*The Children's Paul and The Christ of the Children*, by J. G. Stevenson. Two wonderful stories, simply told, for children at that age when religious teachings first begin to make lasting impressions.

*Mother Hubbard's Wonderful Cupboard*, by Maude Radford Warren and Eve Davenport. The mere recitation of the Mother Goose rhymes often proves unsatisfying to the child, as is evidenced by their many questions which demand explanation of what followed. These authors have supplied little additional narratives built around each well known rhyme.

### *A New Book by Kate Douglas Wiggin*

A publication from the kindergartners' beloved Kate Douglas Wiggin is always welcome, and it is interesting to know that one of her earliest stories, which has never before been published under her name, is being given to the public by her sister, Nora Archibald Smith, through the Dorcas Society of Hollis and Buxton, Maine.

This novelette of California, *Love by Express*, was written during the author's early days in Santa Barbara, just before her attention was turned to the study of the kindergarten, and Miss Smith says in her *Foreword*, "It thus represents the work of a novice in literature and must be judged

from that standpoint and not from that of her later and more serious productions."

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